ANNUAL REPORTS

OF THE

HINDU COLLEGE,
PATSHALLA,
BRANCH SCHOOL,

SANSCRIT COLLEGE,
CALCUTTA MUDRISSA,
RUSSAPUGLAH SCHOOL,

AND

NORMAL AND MODEL SCHOOLS,

FOR

1847-48.

CALCUTTA:

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1849.

BENGAL SECRETARIAT LIBRARY

Hindu College.

THIRTY-THIRD YEAR, 1848.

Managing Committee.

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„ Aushootose Dey,.....	*Ditto.*

Establishment on the 1st December, 1848.

Captain D. L. Richardson, ...	*Principal.*

COLLEGE DEPARTMENT.

Mr. V. L. Rees,.....	*Professor of Mathematics.*
Mr. J. Rowe,.....	*Ditto of Surveying.*
Mr. J. Sutcliffe, B. A., ...	*Ditto of Natural and Experimental Philosophy and Civil Engineering.*
Mr. C. J. Montague,.....	*Assistant Professor of Literature.*

SCHOOL DEPARTMENT.

Mr. R. Jones,.....	*Head Master.*

Senior Division.

Mr. C. T. Vaughan, ...	*Teacher of Mathematics.*
Mr. W. Vining,.....	*Ditto of Literature.*
Babu Ramchunder Mitter, ...	*Ditto of English and Bengali.*
Pittambur Pundit,.....	*1st Pundit.*
Gourichurn Surma, ...	*2nd ditto.*

Junior Division.

Mr. T. H. Sturgeon,.....	*2nd Master.*
Babu Isserchundro Saha,.....	*3rd ditto.*
„ Banymadhub Banerjea,.....	*4th ditto.*

Babu Hurrochundro Dutt, ...	*5th Master.*
„ Gopeekissen Mitter, ...	*6th ditto.*
„ Joygopaul Set, ...	*7th ditto.*
„ Sreenath Bose, ...	*8th ditto.*
„ Bonomally Mitter, ...	*9th ditto.*
„ Gopaulchundro Dutt, ...	*10th ditto.*
„ Gopaulchundro Banerjea, ...	*11th ditto.*
„ Samachurn Dutt, ...	*12th ditto.*
Callydoss Surma, ...	*1st Pundit.*
Cally Coomar Surma, ...	*2nd ditto.*
Lukhinarain Surma, ...	*3rd ditto.*
Bacharam Goopto, ...	*4th ditto.*
Babu Hurromohun Chatterjea, ...	*Assistant Secretary and Accountant.*
„ Coylash Chundro Mookerjea, ..	*Librarian.*
„ Coonjobaharee Chatterjee, ..	*Sub-Assst. Surgeon.*

Establishment of the Pautshala on the 1st December, 1848.

Babu Khettromohun Dutt, ...	*Superintendent.*
„ Huro Chunder Surma, ...	*1st Teacher.*
„ Nemy Chund Dey, ...	*2nd ditto.*
„ Bissonath Goopto, ...	*3rd ditto.*
„ Soorjokant Surma, ...	*4th ditto.*
„ Treepoorary Goopto, ...	*5th ditto.*
„ Kallykant Surma, ...	*6th ditto.*
„ Dinnonath Surma, ...	*7th ditto.*

Establishment of the Branch School on the 1st December, 1848.

Mr. W. J. Twentyman, ...	*Head Master.*
Babu Greesh Chunder Dey, ...	*2nd ditto.*
„ Sarodaprosad Biswas, ...	*3rd ditto.*
„ Nilmoney Chuckerburty, ...	*4th ditto.*
„ Nundololl Dutt, ...	*5th ditto.*
„ Brojololl Mitter, ...	*6th ditto.*
„ Radhucaprosad Goopto, ...	*7th ditto.*
„ Jodoonath Saha, ...	*8th ditto.*
„ Bholanath Ghose, ...	*9th ditto.*
„ Moheshchunder Chatterjea, ..	*10th ditto.*
„ Chundermohun Tagore, ...	*11th ditto.*
„ Banyloll Mitter, ...	*12th ditto.*
„ Sreenath Ghose	*13th ditto.*
„ Gopaul Chundro Ghose, ...	*14th ditto.*
„ Ramchand Paulit, ...	*15th ditto.*
„ Nobokant Surmono, ...	*1st Pundit.*
„ Bholanath Surmono, ...	*2nd ditto.*
„ Prosunno Chundro Goopto, ..	*3rd ditto.*

The Thirty-second Annual Report of this Institution was dated 2nd February 1848, and contained a Statement of progress for the whole year of 1847. The present embraces that of a period of nine months, viz., from 1st January to 30th

September 1848, (the end of the Academic Session), and in future, in accordance with the instructions of the Council of Education, reports will be drawn up for the Academic Session instead of the official year.

Changes in the Committee of Management.

2. The Hon'ble C. H. Cameron having returned to England, the Hon'ble J. E. Drinkwater Bethune, by virtue of his appointment as President of the Council of Education, has become Ex-Officio President of the Committee of Management of this Institution. Mr. E. A. Samuells has also gone to England, and his place has not yet been filled up by the Council of Education.

Changes in the Instructive Establishment.

3. Mr. R. H. Halford, Second Master in the Senior School Department, died in March last, and it was deemed expedient by the Committee that all the Under Masters in that department should be placed on the same footing,—that their aggregate salaries, amounting to Co.'s Rs. 600, should be equally distributed among the three Under Masters,—and that each Master should teach a substantive branch of the prescribed studies. In conformity with this view, the following appointments have been made in succession to Mr. Halford, and sanctioned by the Council of Education.

Mr. C. T. Vaughan, as 2nd Master, to be the Teacher of Mathematics, on a monthly salary of Co.'s Rs. 200.

Mr. W. Vining, as 3rd Master, to be the Teacher of Literature, on a monthly salary of 200 Rs.

Babu Ramchundro Mitter, as 4th Master, to be the Teacher of the Vernacular, on a monthly salary of Co.'s Rs. 200.

4. Babu Koylash Chundro Bose, one of the Teachers of the Junior School Department, having resigned his situation, his post has been filled up by promotions within the College; and Samachurn Dutt, an ex-student of this Institution, and holder of a Certificate of the 3rd class, has been appointed to the last place.

5. Under orders of Government, Mr. A. S. Harrison was temporarily employed for a short period, in connection with the examinations.

6. During the vacation Mr. J. Kerr, the Principal of this Institution, and Captain D. L. Richardson, the Principal of the Hooghly College, having expressed a desire to exchange appointments, the exchange was recommended by the Council of

Education, and sanctioned by Government; and Captain D. L. Richardson took charge of the Hindu College on the 29th October 1848.

7. The number of Students on the Roll on 30th September 1848, was,

In the College,	51
Senior School,	123
Junior School,	358
Total,	532
Against,	536

on the 31st December 1847.

They are classified as follows:

Free Scholars,	30
Scholarship-holders (who pay nothing,)	20
Donation Scholars (paid for by Government,)	23
Scholars promoted from the Branch School (paid for out of the separate fund of that School,)	25
Pay Students,	434
Total,	532

Average attendance for 9 months:

College and Senior School Department,	151
Junior School Department,	304
Total,	455
Against,	427

of the former year.

Average attendance during the Session for 11 months:

1st College Class,	29⅔
2nd " "	28¼
College Classes,	58
Senior School Classes,	107
Junior ditto,	303
Total,	468

8. Four Scholarship-holders of the Ootterparah School, and one Scholarship-holder of the Benares College, have been permitted, under orders of Government, to study in this Institution, free of charge.

Modifications of Rules.

9. The Committee of Management having considered it right to address the Council of Education, suggesting the

expediency of extending to all Instructors the operation of Rule 36, viz.: "To refrain from any occupation, whether gainful or merely honorary, that will interfere with, or may be deemed by the Committee of Management to interfere with his attention to the duties of his office," which was applicable to the Principal only, the Council have sanctioned the extension of the rule accordingly.

10. Under the sanction of the Council of Education, Rules 13 and 19 have also been modified, the former changing the day of the Meeting of the Committee from the second Saturday to the second Friday of each month, and the latter limiting the promotion to the College Department of Junior Scholars of two years' standing, instead of Junior Scholars generally; reducing the standard for retaining Junior Scholarships to 65 per cent. instead of 75 per cent. of the total number of marks.

11. The rules for leave of absence and travelling, as well as acting allowances, to uncovenanted Officers in the Educational Department, having been disallowed by the Hon'ble the Court of Directors, Rule 137 has ceased to have effect in this Institution.

Schooling Fees.

12. Complaints having been made by some of the parents and guardians of pupils in the Junior School Department, who were called upon to pay schooling fees at the old rate of Five Sicca Rupees per month, exclusive of the price of Class Books,—and inconvenience having arisen by the collection of fees at different rates, in all the Departments in the circumstances noticed in the 38th paragraph of the last Report, in contravention of Rule 68th, the Committee of Management have deemed it expedient to adhere strictly to the 68th Rule, in respect to the charge of fees; and have resolved that, in accordance with the rule alluded to, the schooling fees shall be regulated as follows from 1st November 1848:

Donation Scholars will continue to pay, as before, monthly, Sicca Rupees 6
Scholars from the Branch School, ditto ditto 5
All Students in the College Department (with the above exceptions and also with the exception of Free Students and Scholarship-holders) will pay monthly, Co.'s Rs. ... 8
All Students in the Senior School Department (with the above exceptions) will pay monthly, Co.'s Rs. 6

All Students in the Junior Department, (with the above exceptions) will pay monthly, Co.'s Rs. 5

exclusive of the cost of Class Books, which must be paid for by all the Students. This arrangement has been sanctioned by the Council of Education.

The System of Instruction and Course of Studies.

13. No change has taken place in the System of Instruction during the Session. The Course of Studies, sanctioned by Government, has been strictly adhered to as usual.

Examinations.

14. The Annual General Examination of the Junior School Department, was conducted by Professor J. Sutcliffe, and Mr. R. Jones, the Head Master, and the following is a copy of their report.

" Report of the Annual Examination of the Junior Department of the Collegiate School Hindu College 1848."

" 1st Class 34 Boys, 3 absent."

" Teacher Mr. T. Sturgeon."

" In Arithmetic five boys succeeded in working all the sums, and thirteen failed. In Literature, two-thirds of the class acquitted themselves creditably, and the rest failed. This class is partly composed of bad materials. It contains six or seven boys, upwards of 17 years of age, who have been in the Junior Department six years, and are unfit for promotion."

" 2nd Class, Section A. 32 boys, 3 absent."

" Teacher Baboo Isser Chundro Saha."

" The result of the examination of this Section was in every respect satisfactory.

" 2nd Class, Section B. 31 boys, 1 absent."

" Teacher Baboo Gopee Kissen Mitter."

" 2nd Class Section C. 32 boys, 2 absent."

" Teacher Baboo Koylash Chunder Bose."

" The result of the examination of these Sections was, on the whole, unsatisfactory. In Arithmetic, most of the boys worked inaccurately; and, in Literature, more than the usual number failed."

" The Examiners beg to bring to the notice of the Committee the following circumstances, which they are of opinion

will in a great measure account for the apparent falling off in these Sections."

"In the beginning of the year it was determined, that the system of study should be rendered uniform in all the Sections of a Class. With a view to this arrangement, the Poetical Reader No. 1, a work containing Selections of considerable difficulty, and which had previously been used exclusively by the 1st Section, was introduced as a class book in the 2nd and 3rd Sections of the 2nd Class, instead of the Prose Reader No. 4, a much easier work. Some months after the annual promotion had been made, it was deemed advisable that the Classes should be promoted a second time. This promotion brought into the 2nd Class the present 2nd and 3rd Sections, so that they have not been under their respective Masters for more than five months, during which period, moreover, they have been labouring to get up a work beyond the range of the abilities of most of them."

"3rd Class, Section A. 36 boys."

"Teacher Banymadhub Banerjea."

"With the exception of half a dozen dull boys, this class passed a satisfactory examination."

"3rd Class, Section B. 34 boys, 2 absent."

"Teacher Joygopaul Set."

"3rd Class, Section C. 37 boys, 2 absent."

"Teacher Sreenath Bose."

"These Sections are in excellent condition. Great pains have been taken in their training."

"4th Class, Section A. 33 boys."

"Teacher Hurrochundro Dutt."

"This Section is likewise in very good condition."

"4th Class, Section B. 30 boys, 4 absent."

"Teacher Bonomally Mitter."

"This Section passed a very fair examination, considering that the Master, lately a Senior Scholarship-holder, has just commenced his career as a Teacher."

"4th Class, Section C. 33 boys, 2 absent."

"Teacher Gopaulchundro Dutt."

"A very fair class, with the exception of 4 or 5 dull boys."

"4th Class, Section D. 26 boys, 1 absent."

"Teacher Gopaulchundro Banerjea."

"This Section is in very good condition—the Master has evidently taken great pains with it."

15. The Vernacular examination of the Junior School Department was conducted by Dwarkenath Surma, 2nd Pro-

fessor of Grammar, Sanscrit College, and the following is a tabular statement of his Report.

Class.	Best.	Good.	Middling.	Bad.	Absent.	Total.
1st Class, ...	2	3	11	14	4	34
2d Class, Section A,	3	2	7	15	5	32
" " B,	3	2	10	14	2	31
" " C,	2	6	7	14	2	31
3d Class, Section A,	4	7	16	8	2	37
" " B,	4	13	8	6	3	34
" " C,	3	11	7	12	4	37
4th Class, Section A,	3	5	14	9	2	33
" " B,	3	6	6	11	4	30
" " C,	1	3	2	23	4	33
" " D,	3	6	4	10	3	26
Total,..	31	64	92	136	35	358

16. In accordance with the recommendation of the Examiners, Prizes in Books, as usual, have been awarded to the meritorious Students of the Junior School Department.

17. No report has been received from the late Principal, Mr. Kerr, respecting the general examination of those pupils of the Senior Department, who did not compete for Scholarships; but the Committee of Management presume, that, for reasons stated in the 23rd paragraph of the last report, no other examination was held of the non-selected Students, after the preliminary examination held by him a few weeks before the Scholarship examination, to ascertain the fitness of those Students who might be considered competent to attain the requisite standard, in conformity to the 9th amended Scholarship rule.

18. The examination of competitors for Junior Scholarships was held at the College Theatre, simultaneously with the Senior Scholarship examination at the Town Hall, and was superintended by Messrs. Kerr, Sutcliffe, and Jones. The questions for Junior Scholarship examination were prepared by the following gentlemen:

English Grammar,... by J. Kerr, Esq, M. A.
History, ... " A. M.W. Christopher, Esq., B. A.

Geography,..... by J. Kerr, Esq., M. A.
Mathematics, ... „ L. Clint, Esq.
Translation, ... „ The Rev. K. M. Banerjea, and the answers of the competitors were examined by Messrs. Sutcliffe, Harrison, Kerr, Jones, and Ram Chunder Mitter.

19. The examination of the pupils for Senior Scholarships, and of candidates for insertion in the list directed to be furnished, in the resolution of Government dated 10th October 1844, was held in the Town Hall, in strict conformity with the Rules and Programme issued by the Council of Education, on the dates, and under the immediate superintendence of the gentlemen named below.

Sept. 16*th*, *Literature Proper*,	Russomoy Dutt, early part—W. Seton Karr, Esq., latter part.
„ 18*th*, *Mental and Moral Philosophy*, ...	The Hon'ble J. E. D. Bethune.
„ 19*th*, *History*, ...	H. M. Elliot, Esq.
„ 20*th*, *Pure Mathematics*,	The Hon'ble J. W. Colvile.
„ 21*st*, *Mixed Mathematics*,	The Hon'ble J. E. D. Bethune.
„ 22*nd*, *English Essay*, ...	J. Grant, Esq., early part, and the Hon'ble J. E. D. Bethune, latter part.
„ 23*rd*, *Vernacular Essay*,...	J. Forsyth, Esq.

Mr. Beadon giving out the questions and collecting the answers daily.

20. The subjects of the Essays were set, and papers of questions for Senior Scholarship examination were prepared, in strict accordance with the Scholarship Rules: the answers were examined by the gentlemen whose names are appended to each.

English Essay, ...	Captain D. L. Richardson.
Mental and Moral Philosophy, ...	J. Kerr, Esq., M. A.
Literature Proper, ...	Captain D. L. Richardson.
History, ...	A. M. W. Christopher, Esq., B. A.
Pure Mathematics.	L. Clint, Esq.
Mixed Mathematics, ...	L. Clint, Esq.
Vernacular Essay, ...	The Revd. K. M. Banerjea.

21. The following are extracts from the Examiners' Reports:

Mr. Kerr.—" The answers of the Hindu College Students in Mental Philosophy are generally good. Two-thirds of the

candidates obtain each more than half the full number of marks assigned to the paper; and only four candidates out of thirty obtain less than one-third of the full number of marks. The answers of Cally Prosunno Dutt, Gopaul Loll Mitter, Prosunno Coomar Surbadhicary, and Hurrogobind Sen are particularly good, and so nearly equal, that it is not easy to decide between them. My first rough examination placed them on a level, and it was not till after a second and third perusal that I was led to give the first place to Cally Prosunno Dutt, and the second place to Gopaul Loll Mitter. Hurrogobind Sen is in some instances diffuse and digressive, and his answer to the second, and more especially to the fifth question, is defective. There are also errors of expression, (see questions 7 and 11,) here and there, which slightly affect the value of his performance. Surbadhicary understands the subject well; but there are blemishes also in his style of expression, (see questions 1st and 4th,) which detract from the merit of his replies. Gopaul Loll Mitter is superior to Surbadhicary in neatness of expression. On the whole, the two best appear to be Cally Prosunno Dutt and Gopaul Loll Mitter, and I propose to give the full number of marks to each, and to Surbadhicary and Sen five less than the full number."

Mr. Christopher.—"The replies of Ramsunkur Sen of Dacca College, will be seen to be the best. They will declare their own merit; and from the standard of his marks, ($\frac{4}{5}$ of full marks), the merit of others may be estimated. The papers of Gopaul Loll Mitter, of the Hindu College, are very creditable to him; but he does not quite come up to the first mentioned candidate in accuracy of statement and condensation of language. It used to be a reproach against the answers of Native students, that they wandered from the point of the question, and were diffuse and ambitious in style; I have had opportunities, in former years, of observing in many cases the justice of this criticism. In reading the papers of the present year, I could not but be struck with the improvement in this respect; though some few afforded examples of the fault. For instance, a question simply required the date of the commencement of the Reformation in Germany. A student, in his answer, wrote a long account of the Reformation, but omitted to give the date. The English of the best papers is generally simple and correct, and sometimes elegant and vigorous; occasionally, but rarely, one meets with an inflated set of papers, but the better tact of the majority is rendered by this the more prominent. One

youth in reply to a question which required him to narrate *very briefly* the principal events in the life of Queen Elizabeth, wrote a long mock heroic rhapsody, containing few facts, and talking of the Spanish Armada lying off *Dover*, "confusion worse confounded, looking haggard and pale, crying aloud &c." Three sensible and accurate lines would have obtained three times as many marks. The extent of reading required, (about seven volumes), was great, when it is remembered that history is but one of many subjects. The degree of accuracy with which a large number have prepared so considerable an amount is highly creditable to their habits of study. But few attempted to draw a map containing the principal places mentioned in the history, and the productions of these were inaccurate and meagre. Probably inferior maps of Bengal to those which they could themselves have drawn when in the School Department. It is important that they should be reminded, that they cannot obtain a clear view of the history of a country, without having an accurate knowledge of its Geography."

Mr. Clint.—"On receiving directions from the Council of Education to prepare the examination papers on Mathematics and Natural Philosophy for the Senior Scholarship candidates, the principal object that I proposed to myself, in selecting the questions, was to enable any one, who had carefully read the text books, to give evidence of his having done so by his answers. Hence the number of questions taken from successive chapters in the books; and which, from being well known as almost constantly set, are as easy as the nature of the subjects will admit. Higher marks than they were relatively entitled to were also given to these questions, in order to encourage the study of Mathematics among the pupils in general, by the success which would attend their well-directed efforts, and induce future exertion. But, though such was my principal object, I did not lose sight of the necessity of exciting a spirit of research, and of rewarding original talent or inventive power, amongst the students who calculate on distinguishing themselves in the mathematical examinations, for the sake of discriminating the more advanced students; but did not deem it fair to the inferior competitors to award very high marks to these, as to have done so would have subtracted too much from the whole available amount. Nor indeed is it favorable to any class of candidates, to give very high marks, out of a fixed number, to a few questions. Such being the design of my questions, it remains to state the

manner in which the candidates have performed their part. Nothing can give a better idea of this than the tabular view in one sheet, of the students, the questions, the value attainable, and the values obtained from each question separately by each student. It will be seen from this, that only the easy questions have been generally solved; and that to the examples, problems, and questions of research, scarcely any answers have been given. The result of the whole must, however, be considered satisfactory, if viewed merely as a numerical result; as the most advanced students have obtained from 50 to 60 per cent. of the marks obtainable; and the whole sixty candidates have amongst them obtained on an average 18 per cent. There is also much more method observable in these than in older papers, and I think that a better style of answering obtains now than in 1844, when I last examined the replies in Mathematics and Natural Philosophy. On the other hand, it is extremely unsatisfactory to see that many of the students who have replied to the questions on fundamental principles, as Mariotte's laws, do not appear to have clear ideas on them; and, in that instance, do not appear to know what the experiment, by which they would establish the law, really proves. This remark applies to four of the first eight students of the Hindu College, who have nevertheless obtained 16 marks each, as well as to others less distinguished. Courses of experimental lectures on Natural Philosophy would render such mistakes impossible. After examining these papers, I feel a conviction that the students bestow their attention rather on the book than the subject; and that they aim most at acquiring the demonstrations of the propositions commonly set; and, in the majority of cases, without regard to any thing further. Thus, an objectionable demonstration of the 7th question on Hydrostatics is given, because it was in the text book; and the apparently easy questions, which I have sometimes set, for the purpose of testing their complete possession of the elements of the subjects, such as that on $y = \pm b$ appear to have thrown out some of those who have obtained high marks. There is evidently no comparison between the student who understands the meaning of that expression in Analytical Geometry, and another who does not; yet the former may obtain more marks, by answers to other questions. Such misconceptions as I have met with on this point prove, in the individuals, the want of any practically useful knowledge of the subject. In continuation of this line of remark, I may observe that, though many have given the

investigation of Cardan's rule, and some, of Newton's method of finding the limits, no one has solved the numerical examples. In fact there is in the mathematical papers a want of numerical accuracy, and common dexterity in practical operations. I am not of opinion that this fault arises from the prevalence of the Cambridge system of study, but from the students misunderstanding its scope; since I am aware that, there, even in the examination of Smith's prizes, the highest in the University, "the numerical calculations are expected to be completed," (I quote from recollection of a paper that I have seen); and that it is the practice in the ordinary papers, whether of the University or of Colleges, to attach a numerical example or a deduction to questions from the books in use. The publication of the examination papers was at first considered an evil, both there and at Dublin, as leading candidates to give too much of their attention to those propositions frequently set as tests, and it appears to have been met by this addition of riders to the questions. Had I perceived the extent to which this deficiency existed, I should have prescribed to myself the plan of giving but one-third of the marks to the principle, one-third to the example, and one-third for doing both. But I did not consider myself at liberty to alter, after looking at the answers, the distribution of marks which I had previously decided on. It is upon the students that this necessity, of practising on examples, in the time at their own command, the principles expounded in the lecture room, should be impressed. The Professors cannot do it for them. Learners will no more acquire practical skill in operation, by seeing examples, however numerous, worked by another, than they would any other art by witnessing performances in it. It is evident however, from an inspection of the papers, as well as of the numbers in marks that the pupils have obtained, that there has been much teaching responded to by much learning. The *desideratum* is that both should produce some useful results; not meaning to say, that the effect on the mental habits of training in a system of Mathematics is not one. The students who have obtained 20 marks in Natural Philosophy or Mathematics appear deserving of being mentioned separately. They are, in Natural Philosophy,

Sreenath Doss,.....	*Hindu College.*
Colly Prosunno Dutt, ...	*Hindu* „
Colly Prosunno Chatterjea,...	*Hooghly* „
Hurrogobind Sein, ...	*Hindu* „

who judging from the marks may be considered equal: and in Mathematics—

Sreenath Doss,.....	*Hindu College.*	
Colly Prosunno Dutt, ...	*Hindu*	„
Hurry Doss Ghose, ...	*Hooghly*	„
Hurrogobind Sen, ...	*Hindu*	„
Nobin Chundro Surenghy, ...	*Hooghly*	„
Issur Chundro Doss, ...	*Hooghly*	„
Colly Prosunno Chatterjea,...	*Hooghly*	„
Omesh Chundro Dutt, ...	*Kishnagur*	„

Those whose names are within brackets being, from the number of marks they have obtained, considered equal."

The Reverend K. M. Banerjea:—"Considering the present state of the Bengali language, I must pronounce the Bengali exercises of the students of the Hindu College to be creditable to the writers. A notion widely prevails, that no one can be a good Bengali scholar that is altogether ignorant of the language of the *Shasters;* the consequence is that scarcely a single writer undertakes to write, even with orthographical correctness, without some knowledge of the Sanscrit Grammar. I do not, however, agree with those, who think that the Bengali cannot be cultivated independantly of Sanscrit. Close as the affinity is between the two languages, and great as is the dependance of Bengali upon Sanscrit, it is not impossible successfully to study the former without the latter. If sufficient care be taken, the student may write Bengali correctly, without any knowledge of Sanscrit. Still Essayists must often feel much perplexed, for the want of a standard grammar or lexicon of the language. We have not got as yet a Murray or a Johnson in Bengali. This apology is however scarcely needed for Prosunno Coomar Surbadhicary, and one or two others, whose exercises, though not free from faults, are nevertheless absolutely satisfactory. Nor can I on the other hand persuade myself that the state of the language, however rude, can cover such gross defects in orthography as I find in some of the Essays, *e. g.* বাৰ্জ্জিক, প্রবনচনা, ওন্য, বিরূহৎ &c."

22. The standard of marks allowed last year by the Council of Education for gaining and retaining Senior Scholarships has been retained viz., $\frac{1}{3}$ of the whole number 350, or $116\frac{2}{3}$, to gain, and $\frac{4}{10}$ or 140 to retain. The Junior Scholarship standard of marks to gain and retain Scholarships, as contained in the rules, has been strictly adhered to.

Tabular statements of the results of the Senior and Junior Scholarship examinations are annexed, marked I. and II. and with reference thereto, the following distributions of Scholarships have been made for the year 1848-49, *i. e.* 1st October 1848 to 30th September 1849.

	Senior Scholarships.	No. of marks.	Rs.	
1	Prosunno Coomar Surbadhicary, (Rajah of Burdwan's S. retains) 5th year,	231·4	40	
2	Hurrogobind Sen, (Govt. S. retains) 4th year,	220·3	40	
3	Kallyprosunno Dutt, (ditto ditto) 3rd year,	219·4	40	
4	Sreenath Doss, (ditto ditto) 2nd year,	193·1	40	
5	Gopalloll Mitter, (ditto new)	187·3	40	
6	Radhanath Bose, (ditto promoted) 3rd year,	168·6	40	
7	Greesh Chunder Bose, (ditto ditto) 2nd year,	164 2	40	
8	Roymohun Bose, (ditto promoted) 2nd year,	163·9	30	
9	Mudusudon Chatterjea, (ditto ditto) 2nd year,	159·9	30	
10	Greesh Chunder Sirkar, (Rajah of Burdwan's S. promoted) 2nd year,	150·3	28	
11	Rajchunder Dutt, (Tagore Family S. promoted) 1st year,	144·4	22	
12	Collyprosunno Biswas, (The Bird S. new)	141·7	20	
13	Lutchmon Seat, (Rajah Gopeemohun Deb S. new,)	141·1	18	
14	Denendronath Chatterjea, (The Ryan S. new)	138·2	16	
15	Onoooool Chunder Mookerjea, (Joykissen Sing's S. new,)	136	12	
16	Debendronath Thakoor, (Gunganarian Doss S. promoted) 1st year,	136	12	
				468
	Junior Scholarships.			
17	Mohendronath Paul, (Govt. S. new)	238	8	
18	Greesh Chundro Dutt, (ditto retains,) 2nd year,	223	8	
19	Mohendronath Shome, (ditto ditto) 2nd year,	220	8	
20	Mohendronath Roy, (ditto ditto) 2nd year,	217	8	
21	Romanath Laha, (ditto new)	211	8	
22	Gopaul Chunder Goopto, (ditto ditto)	202	8	
23	Sitanath Ghose, (ditto retains) 2nd year,	200	8	
24	Gooroochurn Sein, (ditto ditto) 2nd year,	196	8	
25	Mohes Chundro Ghose, (ditto new)	195	8	
26	Prosunno Chundro Roy Chowdry, (ditto ditto)	195	8	
27	Jotender Mohun Tagore, (ditto ditto)	193	8	
28	Pertabnarain Sing, (ditto ditto)	190	8	
29	Dwarkanath Bose, (Rajah of Burdwan's S. new)	189	8	
				104
	Total Co.'s Rs.,			572

23. The undermentioned students proved themselves, by the number of marks obtained, to be entitled to Scholarships; and would have received them, had there been vacancies.

SENIOR SCHOLARSHIPS.

1	Jadab Chundro Soor,	132·4
2	Ram Chunder Sirkar,	131·9
3	Jadhub Chunder Ghose,	131·3
4	Greesh Chundro Ghose.,	122 2
5	Doorgah Dass Chowdry,	117

JUNIOR SCHOLARSHIPS.

1	Bholanath Dutt,	187
2	Peary Loll Goopto,	182
3	Preonath Set,	174
4	Rajkisto Dutt,	173
5	Tarucknath Mullick,	171
6	Issen Chunder Mookerjea,	163
7	Rajendernath Mitter,	161
8	Khettro Mohun Mookerjea,	154
9	Issan Chunder Mookerjea,	151

24. There were three candidates (Prosunno Coomar Surbadhicary, Greesh Chunder Bose, and Greesh Chunder Ghose) this year, for insertion in the lists directed to be furnished by the Council of Education in accordance with the resolution of Government, dated 10th October 1844.

25. There have been no competitors this year for the Government Prize of a Gold Medal, for the greatest proficiency made, during the year, in the knowledge attained from the study of books in the library.

Students left the College during the year.

26. Six senior Scholarship-holder Students left the College during the year to whom the usual certificates of proficiency are to be granted in conformity to the rules. Their names, with a note opposite each how they are employed, are inserted below.

1.	Juggodishnath Roy,	Sheristadar of the Superintendent of Western Salt Chowkies.
2.	Chooniloll Goopto,	Unemployed.
3.	Rajkissore Ghose,	Ditto.
4.	Kedarnath Sen,	Ditto.
5.	Hurro Chunder Dutt,	Articled to an Attorney of the Supreme Court.
6.	Greesh Chunder Mitter,	Unemployed.

Senior Scholarship Standard 1849.

27. The undermentioned subjects have been selected by the Council of Education for the Senior English Scholarship

Standard in Literature, History, Pure and Mixed Mathematics for the Session 1849.

Literature.

Prose,.....	Addison's Papers in the Spectator from page 475 to the end, Calcutta edition.
	Goldsmith's Essays, Calcutta Edition.
Poetry, ...	Shakespear's Julius Cæsar—Much Ado about Nothing.
Mental and Moral Philosophy, ...	Smith's Moral Sentiments.
History—England,	From James 1st to the Revolution.
Europe,	View of the state of Europe prefixed to Robertson's Charles the V.

*1st Class.**

Pure and Mixed Mathematics, ...	Algebraical Equations.
	Analytical Geometry of two dimensions.
	Mechanics, as treated by Whewell.
	Hydrostatics and Pneumatics, so far as they can be studied without the application of the Differential and Integral Calculus.

*2nd Class.**

Plane Trigonometry.
Algebra.
Euclid.

Music Class.

28. The Government has been pleased to sanction a grant of eight hundred Company's Rupees for the purchase of an instrument and books, for the use of a class intended to be established for instruction in music under Mr. S. Harraden; and it is hoped that the class will be established very soon.

Library.

29. The library is in a good condition, and, as usual, much frequented by the students. Many standard and valuable

* Separate papers of questions to be set for each class.

works have been added to it during the year. Ex-students of the Institution, who may wish it, are now permitted to attend and read in the library.

Furniture.

30. The old desks and benches being totally unfit for use, the Government has been pleased to sanction a grant of one thousand Company's Rupees for the purchase of new furniture.

Building.

31. The periodical general repairs of the building have become necessary, which has been duly announced to the Civil Architect. The paving of the new building in the eastern wing is finished, and the boarded platform to form a theatre for lectures in the new building in the western wing has been nearly completed. It has been much improved by the insertion of windows above the doors, (at a cost of Company's Rupees 342), to admit more light and freer ventilation.

Dispensary.

32. The Committee have directed that medicines be issued from the College Dispensary, for the wives and children of the Officers and servants attached to the College, and its Branch Schools, as well as to the wives and children of the students of those Institutions, where they may be attended by the Sub-Assistant Surgeon attached to the Institution, and upon prescriptions of that Officer. The cases of sickness, for which the medicines are expended, are to be duly entered in the monthly report. The Sub-Assistant Surgeon has been permitted to charge a small fee for such medical attendance.

Finance.

33. The finances of the Institution continue in a healthy state. The students being now required to pay for their class books, the book-allowance is appropriated to replenishing the library. There being no library attached to the Patshala, the surplus balance of the book-allowance account of that Institution, amounting to Company's Rupees 276-11, as well as the monthly allowance of 10 rupees, have been added to the book-allowance account of the College. Statements of the receipt and disbursements and of the book-allowance account are annexed as Appendix III.

34. The Head Master reports that the rules for the admission of students have been strictly adhered to: the ages of the boys admitted have varied from six to eight years; a few older boys have been admittted into the higher classes. The junior classes now contain boys of great promise, but the higher classes are still clogged with overgrown lads. During the past year the attendance in both departments has considerably improved.

35. The general conduct of the Instructive establishment and students has been satisfactory.

36. The institution continues to be held in the highest estimation by the native community.

Patshala.

37. The number of students on the roll, on 30th September 1848, amounted to 206 against 210 on the 31st December 1847. Average attendance 164, against 152 of the former year.

38. There has been no change in the instructive establishment.

39. The Annual General Examination of the pupils was conducted by Prancrishna Sûrma, 3rd Professor of Grammar, Sanscrit College, and the Examiner's report of the result is unsatisfactory. He states that the Master of the 7th class appears to have taken more pains than the others, and observes, that he had examined this School for the last three years, and hoped to see a progressive improvement; but finds a progressive falling off.

40. With reference to the Examiner's report the usual prizes have not been awarded this year, with the exception of one to Dwarkanath Dutt, in the 7th class.

41. A statement of the receipts and disbursements is annexed as Appendix IV.

42. The building being quite out of repair, and there being no available funds for the purpose, the Government have been solicited to take charge of it, and to give to it the benefit of the periodical repairs by the Civil Architect.

43. The general conduct of the Superintendent and the Teachers cannot be pronounced satisfactory, with reference to the Examiner's report.

Branch School.

(Late School Society's School.)

Changes in the Instructive Establishment.

44. On the remodelling of the Instructive Establishment last year, some of the old Teachers were permitted to retain their posts temporarily, on the understanding that they would be permanently employed, on passing the requisite examination and producing certificates; and one new Teacher was also appointed on the same condition. These Teachers did accordingly present themselves before the Committee of Examiners; and, upon the Examiners' report, the following alterations have been made in the Instructive Establishment.

45. Nilmoney Chuckerbutty has been promoted from the post of 6th master to that of 3rd.

Brojolall Mitter has been promoted from the post of 10th master to that of 6th.

Radhikapersad Gupta has been promoted from the post of the 11th master to that of 7th.

Judoonath Saha has been promoted from the post of 14th master to that of 8th.

Gopalchunder Ghose has been promoted from the post of supernumerary master to that of 14th.

Moheschunder Chatterjea has been removed from the post of 4th master to that of 10th.

Tarucknath Ghose, the 7th master has resigned.

Baneyloll Mitter has been removed from the post of 8th master to that of 12th.

Sreenoth Ghose has been removed from the post of 9th master to that of 13th.

Bholanoth Ghose, an ex-student of the Hooghly College and holder of a 4th class certificate, has been appointed 9th master.

Chundermohun Tagore, an ex-student of this Institution and holder of a 4th class certificate, has been appointed 11th master.

Ramchunder Paulit, an ex-student of the Oriental Seminary, has been appointed 15th, or supernumerary master. The services of Khetterchunder Dhara and Omachurn Banerjea, late 12th and 13th masters, have been dispensed with.

Number of Students and average attendance.

46. The number of students on the roll on 30th September 1848 amounted

In the first 2 classes, ...	55
In the lower classes, ...	412
Total,.....	467
Against, ...	445

on the 31st December 1847, they are classified as follows:

Free scholars on Hare Foundation, ...	89
Pay Scholars, ...	378
Total,.....	467

average attendance against 385 of the former year.

47. In consequence of the crowded state of the School and the limited accommodation, it was deemed advisable to suspend the admission of pupils until the two new rooms were completed. These have just been finished, and the admission of pupils will be forthwith resumed.

Course of Studies.

48. No change has been made in the course of studies since the last report.

Examinations.

49. The General Annual Examination of the School was conducted under the immediate superintendence of Mr. Kerr, late Principal of the Hindu College, the Mathematical part being taken up by Professor Rees. The Examiners report as follows:

Mr. Kerr.—"About one-half of the pupils of the first class passed a satisfactory examination in reading, grammar and history. In geography most of them failed and the subject does not appear to have been taught with much care. The head master has evidently taken much pains to improve

the style of reading of this class. The two best boys are Bromomohun Mullick and Joykissen Chunder, who were considered qualified to compete for Junior Scholarships.

"The second class passed a moderately good examination in reading, grammar and history, a less favorable one in geography. The boys seem to be under good training; but a large proportion of them are naturally dull. The first boy of the class is Radhagobind Doss, who is entitled to a prize.

"The pupils of the first class in the junior school, with very few exceptions, did not read well; nor did they acquit themselves much better in grammar and geography. The two best are Toolseydoss Seal and Mohenderlall Sirkar, the former of whom is entitled to a prize.

"The boys of the second class, Section A., junior school, did not pass a satisfactory examination in any subject. They failed particularly in explaining the meaning of words. They did not understand what they read: I cannot recommend that any one of them should be rewarded with a prize.

"The pupils of the second class, Section B., junior school, were formerly instructed in reading by Nilmoney Chuckerburty, and by Moheschunder Chatterjea in grammar and geography. They have been of late taught exclusively by Nundlall Dutt. At present there is an apparent want of strict discipline: some of the boys are very old and ought to be dismissed. There are two good boys in the class, Bustomchurn Sing and Gooroochurn Dutt, the former of whom is recommended for a prize.

"The second class, Section C., junior school, is in a most satisfactory state. The pupils read well, explain well, parse well, and are well acquainted with the elements of geography; no subject has been neglected, and pains appear to have been taken with every boy in the class. I may be allowed to add that the boys behaved particularly well while under examination; for which, and for their general proficiency, the greatest credit is due to their teacher Nilmoney Chuckerburty. 1st prize, Jugutchunder Banerjea—2nd ditto, Taruckchunder Banerjea.

"The third class, Section A., junior school, passed a good examination. The master is pains-taking, and appears to be anxious for the progress of his pupils. 1st prize, Prosunnacoomar Ghose—2nd ditto, Nobinchunder Sen.

"The style of reading of the third class, Section B., junior school, generally, is far from good. They ought to read less in quantity, and more carefully. The class is not in the

best possible state of discipline. 1st prize, Rasbehary Seal—2nd ditto, Kesublall Dutt.

"4th Class, Section A., junior school, no remarks—1st prize, Sumbhuchunder Dutt,—2nd ditto, Dhurmadas Bose.

"4th Class, Section B., junior school, no remarks. 1st prize, Nilmoney Coomar,—2nd ditto, Anundcoomar Surbadhicary.

"The young pupils of the fourth class, Section C., junior school, passed a creditable examination. The master takes pains and keeps his class in good order. The boys of this and the following classes (4th class, Sections D., E., F. and G.) are more equal in point of age than in the higher classes. Prize pupil, Kedarnath Mullick.

"4th Class, Section D., junior school, no remarks. Prize pupil, Prossonocoomar Pal.

"4th Class, Section E., junior school, unsatisfactory. The boys of this class read too fast. It is important that the teachers of these young classes should themselves be able to read well. Prize pupil, Gopalchunder Dutt.

"The boys of this young class (4th class, Section F., junior school) read the short sentences in the first 30 pages of the spelling book, and explain the meaning of easy words very nicely. Prize pupil, Obhoychurn Mullick.

"4th Class, Section G., junior school, no remarks. 1st prize, Ramapersad Ghose—2nd ditto, Punchanun Paulit."

Mr. Rees.—"Having conducted the mathematical examination of the School Society's School for many years, I am happy to report a decided improvement in the discipline of the studies. Their behaviour is more respectful, there is a less disposition to talk, and a proportionate increase of attention. This circumstance leads me to augur that the progress of every branch of learning of this Institution will, in future, under the present head master, Mr. Twentyman, be brought to a higher standard.

"The solutions of the geometrical problems are highly creditable to the master and students; but I regret to add that the workings of the algebraical questions betray a slight falling off from former years. Radagobind Doss, of the 2nd class, leaves every one of both classes behind him; the next best of the first class, of which four, deserve to be reported separately, as having passed a very creditable examination, are, Anundchunder Doss, Motylall Bose, Kylaschunder Mokerjea, and Gopalchunder Mitter. I have, as usual, valued the correct solutions of all the questions at 100 marks; and, on the list of the names accompanying this, I have attached to each pupil

the number of marks, corresponding with his correct and partly correct operations."

50. The vernacular examination of the School was conducted by Petembar Surma, Head Pundit of the Hindu College. He reports that the first and second classes have not passed so satisfactory examinations as the third and fourth classes. The results of the examinations of other classes were also unsatisfactory. The Examiner expresses his opinion on the causes of pupils neglecting vernacular education: he thinks that the students have no desire to study the vernacular; that the pundits have not sufficient control over them; and that sufficient rewards are not given for proficiency in the vernacular.

51. In conformity to the recommendation of the Examiners, prizes in books, as usual, have been awarded to meritorious students of the junior school department.

52. Two students were selected for the scholarship examination, and competed for the junior scholarships allotted to the School. A tabular statement of the result of their examination is annexed, by which it will be observed that, though they have failed to gain scholarships, they obtained a respectable number of marks, viz., one 129, and the other 123: 150 would have gained a scholarship.

53. The cause of the failure in obtaining scholarships in this school is the transfer of the best students to the Hindu College, to which 30 meritorious students are promoted, and educated free of any charge to them; consequently, those students who are likely to gain scholarships have not the opportunity of contending for them in the Branch School, but usually gain their Academic honors in the College.

54. There being five vacancies in the Hindu College, the undermentioned pupils of this school, with reference to the result of their examinations, have been promoted to the Hindu College.

Bromomohun Mullick, Joykissen Chunder, Radagobind Doss, Anund Chunder Doss, Moteyloll Bose.

Finance.

55. The finances of the school are in a satisfactory position. The collection of Schooling fees is progressively increasing. The debt due to the Government Book Agent, referred to in the 54th paragraph of the last report, amounting to Co.'s Rs. 1,162-13-6, as well as the cost of the two new rooms, amounting to Co.'s Rs. 1,721-8-0, have been provided for, by order of Go-

vernment, out of the surplus Schooling fees remitted to the General Treasury, and the monthly book-allowance has been increased by Government from 20 to 50 rupees, Statements of receipts and disbursements and of the book-allowance account are annexed as Appendix V.

Building.

56. The two new rooms have been completed, but the Committee of Management are still of opinion that the School house is too small for the accommodation even of the present number of pupils, and far less able to receive all the numerous applicants for admission to this School.

57. The Head Master reports that the cleanliness of the pupils is on a par with that of similar Schools, that their general conduct is very good, and that the rules have been adhered to. The boys admitted during the year are very young, and possessed of mere elementary knowledge. The conduct of the Teachers has been satisfactory, with a single exception.

By order of the Committee of Management,

RUSSOMOY DUTT, *Secretary.*

HINDU COLLEGE,
8th December, 1848.

Appendix No. I.

General Results of Senior Scholarship Examination of the Hindu College.

TOTAL NUMBER 350.

Number.	Names.	Year.	NUMBER OF MARKS OBTAINED IN							Total.	REMARKS.
			History.	Literature.	Mental & Moral Philosophy.	Mathematics.	Natural Philosophy.	English Essay.	Vernacular Essay.		
1	Prosunnocoomar Surbadikarry, ...	Sr. S. 40 Rs., 4th year,..	34	39–3	45	19–1	17	45	32	231–4	Retains.
2	Horogobind Sem, ...	Sr. S. 40 Rs., 3rd year,..	32	32–0	45	24–9	21–4	40	25	220–3	Ditto.
3	Callyprosunno Dutt, ...	Sr. S. 40 Rs., 2nd year,..	35	34–2	50	27–5	21–7	35	16	219–4	Ditto.
4	Sreenath Doss,..	Sr. S. 40 Rs., 1st year, ..	24	32–3	35	29–4	22–4	30	20	193–1	Ditto.
5	Gopaul Lall Mitter, ...	.. ..	38	28–2	50	9–6	11–5	26	24	187–3	Gains.
6	Radhanath Bose, ...	Sr. S. 30 Rs., 2nd year,..	29	29–3	40	15–1	17–2	20	18	168–6	Promoted.
7	Greeshchunder Bose, ...	Sr. S. 12 Rs., 1st year, ..	23	31–2	38	4–6	7–4	35	25	164–2	Ditto.
8	Ryemohun Bose, ...	Sr. S. 18 Rs., 1st year, ..	30	18–5	38	14–6	10–8	28	24	163–9	Ditto.
9	Modoosoodun Chatterjee,..	Sr. S. 20 Rs., 1st year, ..	30	27–8	28	15–9	16–2	32	10	159–9	Ditto.
10	Greeshchunder Sircar,....	Sr. S. 12 Rs., 1st year, ..	30	30–5	28	13–1	0–7	24	24	150–3	Ditto.
11	Rajchunder Dutt, ...	Jr. S. 8 Rs., 3rd year,..	19	17–4	25	18–4	14–6	28	22	144–4	Ditto.
12	Callyprosunno Biswas,....	....	8	31–3	40	5–7	5–7	29	22	141–7	Gains.
13	Luchmun Sett,..	.. ..	21	26–1	28	10	11	27	18	141–1	Ditto.
14	Debendernath Chatterjee,..	....	29	26–3	28	4–7	5–9	30	25	138–9	Ditto.
15	Onookool Chunder Mookerjee,..	.. ..	30	28–9	24	5–1	0	20	28	136	Ditto.

Number.	Names.	Year.	NUMBER OF MARKS OBTAINED IN							Total.	REMARKS.
			History.	Literature.	Mental & Moral Philosophy.	Mathematics.	Natural Philosophy.	English Essay.	Vernacular Essay.		
16	Debendernath Tagore, ..	Jr. S. 8 Rs., 3rd year,..	25	27-4	26	0-6	0	35	22	136	Promoted.
17	Jadhubchunder Soor, ...	....	23	21-2	32	4-9	8-3	25	18	132-4	Entitled, but no vacancy.
18	Ramchunder Sircar,.. ..	.. ..	16	23-3	32	8-2	14-4	18	20	131-9	
19	Jadhubchunder Ghose, ..	....	19	23	18	12-2	19-1	26	14	131-3	
20	Greeshchunder Ghose,....	.. ..	18	31-2	30	0	3-0	28	12	122-2	
21	Doorgadoss Chowdory, ..	....	17	19	32	0	0	19	30	117	
22	Dwarkanath Dey, ...	.. ..	11	11-4	23	18-5	16-1	27	8	115	
23	Gopalchunder Mitter,....	....	20	16-2	18	6-8	8-3	16	24	109-3	
24	Harendrokrishno Deb, ..	.. ..	13	18-9	22	3-1	3-3	29	20	109-3	
25	Poornochunder Mitter, ..	....	17	17-6	26	5-2	0-7	18	20	104-5	
26	Sombhoochunder Ghose,...	.. ..	17	16-3	12	5-7	7-5	20	20	98-5	
27	Brojonath Karfarma,.. ..	....	13	13-6	18	0	0	20	22	86-6	
28	Gopalchunder Paul, ...	.. ..	11	12	10	1-1	5-7	20	18	77-8	
29	Bejoychunder Bose, ...	....	16	11-4	16	0	0	16	16	75-4	
30	Greeshchunder Banerjee, ..	.. ..	12	8-6	12	2-3	0-3	15	24	74-2	

FRED. J. MOUAT, M.D., *Secretary*.

COUNCIL OF EDUCATION,
November 22nd, 1848.

Appendix No. II.

General Results of Junior Scholarship Examination of the Hindu College.

TOTAL NUMBER 300.

Number.	Names.	Year.	NUMBER OF MARKS OBTAINED IN						Total.	REMARKS.
			Mathematics.	History.	Geography.	Grammar.	Reading.	Vernacular.		
1	Mohendernath Paul, ...	.. ..	38	40	43	44	30	43	238	Gains.
2	Greeshchunder Dutt,..	Jr. Scholar,..	31	40	33	42	40	37	223	Retains.
3	Mohendernath Shome,.. ..	Jr. Scholar, ...	42	40	33	36	28	41	220	Ditto.
4	Mohendernath Roy,..	Jr. Scholar,..	26	35	41	38	35	42	217	Ditto.
5	Romanath Laha, ...	.. ..	26	40	33	38	30	44	211	Gains.
6	Gopalchunder Goopta, ...	....	32	35	30	34	28	43	202	Ditto.
7	Sitanath Ghose, ...	Jr. Scholar, ...	27	35	30	33	30	45	200	Retains.
8	Goorochurn Sein, ...	Jr. Scholar,..	21	35	40	33	28	39	196	Ditto.
9	Moheshchunder Ghose,.. ..	.. ..	35	35	29	38	25	33	195	Gains.
10	Prosunnocoomar Roy Chowdry,..	....	21	40	25	38	28	43	195	Ditto.
11	Jolendermohun Tagore, ...	.. ..	22	40	21	35	32	43	195	Ditto.
12	Koylashchunder Ghose,.. ..	Jr. Scholar,..	29	30	37	34	20	41	191	Forfeits.
13	Pertabnarain Sing, ...	.. ..	32	25	25	32	36	40	190	Gains.
14	Dwarkanath Bose,..	....	26	30	30	36	28	39	189	Ditto.

Number.	Names.	Year.	Number of marks obtained in: Mathematics.	History.	Geography.	Grammar.	Reading.	Vernacular.	Total.	Remarks.
15	Bholanath Dutt, ...	....	31	30	20	31	35	40	187	Entitled, but no vacancy.
16	Doorgapersaud Bose,..	Jr. Scholar, ...	27	40	27	38	30	24	186	Forfeits.
17	Pearylall Goopta,..	....	25	30	23	38	30	36	182	Entitled, but no vacancy.
18	Womeshchunder Mitter,....	Jr. Scholar, ...	20	30	31	33	30	36	180	Forfeits.
19	Preonath Sett, ...	....	22	32	23	36	25	36	174	Entitled, but no vacancy.
20	Rajkisto Dutt,..	.. ..	24	25	29	37	28	30	173	
21	Tarrucknath Mullick, ...	....	30	25	22	35	28	31	171	
22	Kally Puddo Chatterjee,....	Ooterparah Jr. Scholar,..	24	25	22	34	25	34	164	Ooterparah School, forfeits.
23	Issenchunder Mookerjee, ..	.. ..	20	25	20	29	30	39	163	Entitled, but no vacancy.
24	Rajendernath Mitter, ...	....	23	30	20	28	28	32	161	
25	Khettermohun Mookerjee,..	.. ..	22	30	23	23	25	31	154	
26	Issenchunder Chatterjee, ..	....	18	20	20	30	28	35	151	
27	Modusuden Sen, ...	.. ..	17	20	27	26	25	33	148	
28	Choonylall Dutt,..	....	18	30	20	25	28	27	148	
29	Roykisen Mitter, ...	.. ..	33	20	19	24	22	30	148	
30	Gopalchunder Bose, ...	....	22	20	21	32	25	27	147	
31	Doorgadoss Dey, ...	.. ..	8	30	24	34	25	26	147	
32	Rajkisto Banerjee,..	....	19	18	37	30	25	25	144	
33	Nobokisto Mookerjee, ...	Ooterparah Jr. Scholar,..	16	25	21	28	25	27	142	Ooterparah School, forfeits.
34	Rajmohun Roy, ...	.. ..	16	20	20	30	25	30	141	
35	Omeshchunder Ghose, ...	Ooterparah Jr. Scholar,..	23	20	20	28	20	28	139	Ooterparah School, forfeits.
36	Takoorchurn Sein,..	....	20	25	18	26	25	25	139	

37	Shamlall Mitter,..	.. ..	18	10	15	27	30	34	134	
38	Sreeputty Mookerjee, ...	....	18	20	15	25	25	29	132	
39	Bromomohun Mullick,.. ..	B. S., ...	17	25	18	26	20	23	129	Branch School.
40	Soshee Boshun Banerjee, ..	....	10	30	17	20	25	26	128	
41	Joykissen Chunder, ...	B. S., ...	12	20	20	27	20	24	123	Branch School.
42	Doorgachurn Dey, ...	....	15	15	16	26	25	25	122	
43	Gopeenath Mookerjee,.. ..	Ooterparah Jr. Scholar,..	15	15	16	25	20	24	115	Ooterparah School, forfeits.
44	Gobindchunder Bose, ...	.. ..	11	10	5	25	15	22	88	

FRED. J. MOUAT, M.D., *Secretary.*

COUNCIL OF EDUCATION,

November 22nd, 1848.

Appendix III.

STATEMENT OF RECEIPTS AND DISBURSEMENTS.

Receipts.						
Schooling fees collected from December 1847 to August 1848, 9 months, ...	24,138	2	3			
Interest on Government Securities applicable towards payment of certain Scholarships for 11 months, ...	1,012	0	0			
Drawn from the Parliamentary grant for 9 months, ...	22,556	14	5			
Cost of Books supplied by the Government Book Agent in June, July, August and September 1848, ...	63	7	6			
				47,770	8	2
Disbursements.						
Establishment from December 1847 to August 1848, 9 months,.....	39,152	6	5			
Contingent Charges, Ditto Ditto, ...	2,047	13	0			
Scholarships from October 1847 to August 1848, 11 months, ...	5,706	13	3			
Cost of Books supplied by the Government Book Agent,.....	63	7	6			
Reserved for purchase of an Instrument and Books for the Music Class, ...	800	0	0			
				47,770	8	2

STATEMENT OF BOOK ALLOWANCE ACCOUNT.

Allowance from January to September 1848, 9 months, at 200,				1,800	0	0		
Balance at credit of the Patshala transferred,.....	276	11	0					
Allowance to Ditto from January to September 1848, 9 months, at 10, ...	90	0	0					
				366	11	0		
Books sold and the amount remitted to the Government Book Agent in January 1848,.....				102	8	6		
							2,269	3 6
Balance due to the Book Agent as per last account,.....				1,766	1	0		
Cost of Books supplied up to 30th September 1848, ...				63	7	6		
							1,829	8 6
				Surplus,..			439	11 0

Appendix IV.

STATEMENT OF RECEIPTS AND DISBURSEMENTS.

Receipts.						
Schooling fees collected from December 1847 to August 1848, 9 months, ...	958	15	3			
Drawn from the Parliamentary grant, ..	621	7	1			
				1,580	6	4
Disbursements.						
Establishment from December 1847 to August 1848, 9 months, ...	1,428	4	10			
Contingent Charges, Ditto, ...	152	1	6			
				1,580	6	4

Appendix V.

STATEMENT OF RECEIPTS AND DISBURSEMENTS.

Receipts.								
Surplus schooling fees to 31st December 1847, ...				3,186	13	10		
Collected from January to August 1848, 8 months, ...				4,553	13	9		
Drawn from the Parliamentary grant,.....	1,405	2	3					
To be drawn,.....	721	8	0					
				2,126	10	3		
							9,867	5 10
Disbursements.								
Establishment from January to August 1848, 8 months,.....				6,727	0	4		
Contingent Charges, Ditto, ...				256	0	0		
Cost of Building 2 additional rooms paid 1,000, and to be paid 721-8, ...				1,721	8	0		
Debt due to the Government Book Agent up to 31st December 1847, liquidated,				1,162	13	6		
							9,867	5 10

STATEMENT OF BOOK ALLOWANCE ACCOUNT.

Allowance for January to April 1848, 4 months, at 25, ...	100
May to September, 5 months, at 50, ...	250
	350
Disbursements,.....	0
Surplus,....	350

Sanscrit College.

TWENTY-FIFTH YEAR, 1848.

Under the immediate Superintendence of the Council of Education.

ESTABLISHMENT ON THE 1ST DECEMBER, 1848.

Russomoy Dutt, ...	*Secretary.*
Sreeshchandra Sarma,.....	*Assistant Secretary.*
Bharatchandra Sarma,.....	*Professor of Smriti.*
Joynarain Sarma,.....	*Professor of Nyaya.*
Yogadhyan Sarma, ...	*Professor of Jyotish.*
Premchandra Sarma, ...	*Professor of Alankar.*
Madanmohan Sarma, ...	*Professor of Sahitya.*
Taranath Sarma, ...	*Professor of Vyakarana, 1st Division.*
Dwarakanath Sarma, ...	" " *2nd Ditto.*
Ramgovind Sarma, ...	" " *3rd Ditto.*
Prancrishna Sarma,.....	" " *4th Ditto.*
Kasinath Sarma, ...	" " *5th Ditto.*
Russiclall Sen, ...	*Head Master English Class.*
Nobinchandra Paulit, ...	*Second Master Ditto.*
Ramdhan Gangooly, ...	*English Writer.*
Greeshchandra Sarma,.....	*Librarian.*

1. The twenty-fourth year's report was dated 1st January 1848, and contained a statement of progress for the whole year of 1847, the present embraces that of 9 months, viz., from 1st January to 30th September 1848, (the latter being the end of the Academic Session) and, in future, reports will be drawn up for the Academic Session instead of the official year.

Changes in the Instructive Establishment.

2. Syamacharan Sircar, Second Master of the English Class, having obtained an appointment in the Court of Sudder Dewany Adawlut, resigned his post in this Institution, and Nobinchandra Paulit, an ex-student of the Hindu College, has been appointed Second Master of the English Class.

Number of Students and Average Attendance.

3. The number of Students on the roll on 30th September 1848 amounted to 273. They are classified as follows:

Vyakarana Class, 5th Division,	76	
" " 4th Ditto,	38	
" " 3rd Ditto,	46	
" " 2nd Ditto,	24	
" " 1st Ditto,	23	
		— 207
Sahitya Class,		33
Alankar Class,		16
Nyaya Class,		8
Smriti Class,		9
Total,		273

On the 31st December 1847, the number was 226. Of the above number, 47 attended the Jyotish class, and 84 the English class. Average attendance in the Sanscrit Department 191 and in the English Department 56.

Examinations.

4. The general examination of the Grammar class was conducted by the Professors of Alankar and Sahitya, and the following is an abstract translation of their report.

"Having received your orders to conduct the Annual Examination of the Students of the Vyakarana class of the Sanscrit College for the year 1848, we have with much pleasure commenced the examination on the 1st September, and continued it for ten days with great attention, and beg leave to state that we have derived very great satisfaction by the result. The advantages of the new routine of study, fixed for the different divisions, and also of the labor of the Professors and Students, have been particularly felt by us. The details of the examination are inserted below.

"1*st Division.*—23 Students—absent 4, present 19. Very good 6, good 3, middling 6, bad 4=19. The manner in which the Students acquitted themselves, particularly manifests the attention, labor and ingenuity of the Professor to impart instruction.

"2*nd Division.*—25 Students—absent 1, present 24. Very good 7, good 3, middling 3, bad 11=24. The Professor appears to have bestowed proper attention and labor in imparting instruction; but, there being in the division some dull and idle boys, the labor of the Professor does not shew abundant effect.

"*3nd Division.*—46 Students—absent 3, present 43. Very good 9, good 7, middling 9, bad 18=43. Many of the Students of this division have given us great satisfaction by answering correctly and instantly difficult questions. The Professor is therefore deserving of praise.

"*4th Division.*—38 Students—absent 6, present 32. Very good 7, good 8, middling 3, bad 14=32. The Students of this division are very young, but they have given such good detailed answers, without much thought, to difficult questions, that we felt much surprised and particularly pleased at the result. The Professor, Prancrishna Vidyasagur, appears to have taken great pains with his scholars, and therefore he is entitled to much praise.

"*5th Division.*—76 Students—absent 20, present 56. Very good 1, good 7, middling 15, bad 33=56. We were not so well pleased with the result of the examination of this division as of the others. It is very difficult for one Professor to instruct so many. Either for this reason, or for the reason of the Students being very young, such has been the result as stated above."

Here follow the names of 38 Students whom the Examiners consider to be deserving of rewards. 1st Division 9—2nd Division 9—3rd Division 9—4th Division 7—and 5th Division 4.

"The number of Students whom after due consideration we have recommended for rewards is large, but we found it very difficult to reduce the number. We have to request that none of them may be disappointed. As we think that the usual amount of small money prizes would be insufficient, we beg to suggest an increase to the amount."

5. With reference to the result of the examination, the usual number of small money prizes has been awarded to the meritorious Students.

6. The papers of questions on all subjects of the senior and junior scholarship examinations Appendices i to xiii. were set, and the answers of the competitors were examined by Rajah Radhakant Bahader, Pundit Bydyanoth Misra, and Pundit Sreeshchundra Vidyaratna, the Assistant Secretary of this Institution. The examinations were held in the lower parts of the College Hall and Library from the 18th to 23rd September, under the usual precautions—and the following is an extract of the Examiners' report:

"The questions were very carefully prepared in accordance with the scheme laid down by the Council, and were printed

under the personal superintendence of one of our body with every precaution to prevent publicity.

"The examinations were conducted in the following order, commencing on Monday the 18th and closing on Saturday the 23rd September.

Dates.	Subjects.	
	Senior Scholarship.	*Junior Scholarship.*
Monday, the 18th...	Rhetoric,.....	Grammar.
Tuesday, the 19th...	Belles Lettres, ...	Poetry.
Wednesday, the 20th.	Science, ...	Arithmetic.
Thursday, the 21st..	Sanscrit Prose Essay,..	Translation from Bengali into Sanscrit.
Friday, the 22nd....	Bengali ditto,.....	Translation from Sanscrit into Bengali.
Saturday, the 23rd..	Sanscrit Poetical Essay.	

"The questions were daily given out at 10 A. M. and the answers collected at 5 P. M. precisely. The examinations were throughout superintended by two of ourselves.

"The answers have all been carefully examined, and the results are embodied in the annexed tabular statements marked A and B.

"Of the candidates for senior scholarships, ten retain, one out student forfeits, and two gain scholarships. Five others are qualified; but for these there are no vacancies.

"Of the junior scholarship candidates, twelve retain, one forfeits, four gain scholarships; and five are entitled, for whom no vacancies exist.

"These results appear to us very favorable to the Institution; and we feel no hesitation in stating that they reflect great credit on the industry and perseverance of the pupils, as well as on the intelligence and assiduity of the teachers. We record this approbation the more readily, because we believe the questions, on this occasion, in the higher departments of Literature and Science, were of a more comprehensive and searching character than usual; for instance, instead of translations from Sanscrit to Bengali and *vice versâ*, as in former years, the candidates were required to write Essays in Sanscrit Verse and in Bengali, which are certainly more difficult exercises, and require talents of a higher order. The performances in this department are not generally of a high character; but we feel persuaded that, if the Council of Education will persevere in this their improved plan of examinations, great improvements in the art of composition will be manifested in future examinations."

7. Tabular statements of the general results of the senior and junior scholarship examinations are annexed, as appendices, and with reference thereto, the following distribution of scholarships has been made for the year 1848-49, *i. e.* from 1st October 1848 to 30th September 1849.

SENIOR SCHOLARSHIPS. *Total number of marks* 300.

			No. of marks.	Rs.	
1	Tarasanker, ...	(4th year retains,)	290	20	
2	Priyanath, ...	(6th year promoted,)	275	20	
3	Harinath, ...	(4th year ditto,)	260	20	
4	Kaliprasanna,....	(4th year retains,)	257	20	
5	Grishchandra,....	(2nd year ditto,)	250	15	
6	Jagamohun, ...	(2nd year ditto,)	250	15	
7	Ramnarayan, ...	(1st year promoted,)	236	15	
8	Madhevchandra,..	(3rd year retains,)	232	15	
9	Chandrakant,....	(1st year promoted,)	227	15	
10	Romanath,.....	(2nd year retains,)..	225	15	
11	Yadunath, ...	(4th year retains,)	225	15	
12	Brajamohan, ...	(3rd year ditto,)	225	15	
					200

JUNIOR SCHOLARSHIPS. *Total number of marks* 250.

Examined in Senior Scholarship Papers.

			No. of marks.	Rs.	
13	Bireswar,.....	(3rd year retains,)	222	8	
14	Haranand,.....	(4th year ditto,)	195	8	
15	Kylaschandra, ..	(3rd year ditto,)	195	8	
16	Harilall,.....	(3rd year ditto,)	192	8	
17	Rajbullabha, ...	(3rd year ditto,)	162	8	
18	Gobindchandra Goopta, ...	(3rd year ditto,)	147	8	
19	Gopalgovind Goopta, ...	(3rd year ditto,)	140	8	
20	Ramnarain 2nd,..	(3rd year ditto,)	120	8	
21	Haranand 2nd,..	(3rd year ditto,)	108	8	
					— 72

Examined in Junior Scholarship Papers.

			No. of marks.	Rs.	
22	Durgaprasanna, ..	(2nd year ditto,)	210	8	
23	Ramgoti, ...	(new,)	205	8	
24	Ramkamala, ...	(2nd year retains,)	192	8	
25	Rammoya,.....	(new,)	175	8	
26	Nilkamal, ...	(new,)	170	8	
27	Ramaksya, ...	(new,)	165	8	
28	Durgacharana, ..	(2nd year retains,)	164	8	
					— 56
					— 128

Total Co.'s Rupees, 328

8. The undermentioned students obtained a sufficient number of marks, to entitle them to junior scholarships, and would have received them, had there been vacancies.

	No. of marks.
1 Grishchandra Goopta,	163
2 Ramkamala 2nd,	152
3 Dinanath,	145
4 Dinanath 2nd,	125
5 Gourhari,	125

9. On the 30th May 1848, Five students (Brajamohun, Govindkanth, Dinabundhu, Khetramohan, and Madhusudan,) were examined by Col. Riley, Examiner of candidates for the situation of Law Officers, according to the provisions of Regulation xi. of 1826 and Act V. of 1845, and three of them, viz., Brajamohan Tarkalankar, Govindkanth Vidyabhusan, and Dinabundhu Vidyaratna, have obtained certificates of qualification by an eminent knowledge of the Hindu Law to hold the office of Hindu Law Officer in any of the established Courts of Judicature.

10. Mr. A. S. Harrison examined the English classes, and the following is an extract of the Examiner's report.

"With reference to the performances of the first two classes, I find that, in consequence of the scholarship examination succeeding immediately to the present one, the boys neglect almost entirely their English studies.

"1*st. Class.*—History and Geography indifferent. Grammar and Parsing fair. Mathematics very favorable. Doorgachurn Surma recommended for prize.

"2*nd. Class.*—Performance altogether moderate. Grammar and Parsing good. Prankisto recommended for prize. Gourisunker very nearly equal to him.

"3*rd. Class.*—Reading fair, but with much accent. Grammar, as far as advanced, very good. Brojonath recommended for prize.

"4*th. Class.*—Some of the class acquitted themselves very well, shewing equal progress and improvement: all answered simple questions creditably. Kissorymohun, a clever lad, recommended for prize.

"5*th. Class.*—Passed a good examination. Callyprosunno recommended for prize.

"I have much pleasure in stating that the answers of the three junior classes reflected great credit on their master; and, were the point above mentioned remedied, by changing the time of examination, or by any other means, I have no doubt as favorable a report would be made of the others."

11. With reference to the result of the examination, and in accordance with the recommendation of the Examiners, 5 prizes in books have been awarded to the meritorious Students.

12. The following standard class books will form the subject of studies for the junior and senior scholarship examinations for the session 1848-49.

JUNIOR SCHOLARSHIPS.

1	Vyakarana, ..	(Grammar,).....	Mugdhabodha. Nandkishore's Parishista.
2	Kavya, ...	(Poetry,).....	Raghuvansa. Mudra Rakshasha.
3	Jyotish,.....	(Mathematics,)	Lilavati.
4	Translation, ..	(From Sanscrit into Bengali,).....	Mahabharata.
		(From Bengali into Sanscrit,).....	Probodhachandrika.

SENIOR SCHOLARSHIPS.

1	Kavya, ...	(Poetry,).....	Shisupalbadha, last part (19th book excepted.) Naishadha Charitra, 1st part. Mrichchhakati. Vikramorvashi. Uttra Ramacharitra.
2	Alankar, ...	(Rhetoric,)	Sahitya Darpana, 6th to 10th chapter, Kavyaprakasah, 7th to 10th chapter.
3	Jyotish,.....	(Mathematics,)	Lilavati. Vijaganita.
4	Smriti, ...	(Law,).....	Mitakshara, part 2nd, (Dayabhaga Section.) Vivad Chintamoni, (Ditto Ditto.) Jemutvahan's Dayabhaga. Dattaka Mimansa. Dattaka Chandrika.
5	Nyaya, ...	(Logic,)	Bhasha Pariched. Siddhanta Muktavali. Nyaya Sutra Vritti. Kusumanjali. Tatwa Koumudi.
6	Composition,..	.....	Sanscrit Prose and Poetical Essays. Bengali Essay.

13. Certificates of proficiency are to be granted to the undermentioned students (scholarship holders) who have left the College during the Session—

Chandramohun Siddhantabagish.
Joygopal Tarkalankar.

Library.

14. The Library is in good condition, and much frequented by the Students. The second volume of the Magha Kavya has been got through the Press, and 200 copies contracted for, have been received. Of the additional seven sets of Class Books for the Nyaya class noticed in the 4th paragraph of the last report, five works noted in the margin, as well as the *Gone* or *Dhatoopath* for the Grammar class, have been got through the Press, and 100 copies of each contracted for, have been received; the remaining two works will soon be out of the Press. Several standard English works have been added to the English Library.

1. Chintamoni, with Didhity, (its commentary.)
2. Koosoomanjaly, with commentary, by Hurry Doss.
3. Sabdasaktiprakasika.
4. Tatwa Cowmudy.
5. Paribhasha.

15. Statements of disbursements, and book-allowance account of the English Department, are noted below:

Disbursements.

Nine Months.

From December 1847 to August 1848.
Paid from January to September 1848.

Establishment,	10,768	7	4			
Deduct refund,	23	3	3			
	10,745	4	1			
Allowance to Officiating Assistant Secretary, from July to December 1847,	112	1	6	10,857	5	7
Scholarships.						
September, October, and November 1847,	893	8	4			
Subsequent 9 months,	2,385	4	8	3,279	13	0
Contingent 9 months,	457	2	5			
Ditto Extra,	575	0	0	1,032	2	5
Books.						
Sanscrit Department,	1,900	0	0			
English Ditto,	149	1	3	2,049	1	3
Total, Co.'s Rs.,				17,218	6	3

Book Allowance of the English Department.

Nine months, at 25 rupees,	225	0	0			
Books received,	149	1	3			
Undrawn salaries, &c. in Secretary's hands,	....	....		146	1	10

16. The general conduct of the Professors and Teachers, as well as of the Assistant Secretary, has been perfectly satisfactory.

(By order,)

RUSSOMOY DUTT,

Secy. Sanscrit College.

GOVERNMENT SANSCRIT COLLEGE,
15*th December*, 1848.

General Results of Senior Scholarship Examination of the Sanscrit College in Calcutta, for 1847-48.

TOTAL NUMBER OF MARKS 300.

No.	Names.	NUMBER OF MARKS OBTAINED IN							In Science.	REMARKS.
		Alankára or Rhetoric.	Sahitya or Belles Lettres.	Darsáná or Science.	Prosaic Composition.	Bengally Essay.	Poetical Composition.	Total.		
1	Tárásankara Sarmá,.....	50	45	50	50	45	50	290	Nyáya, ...	Retains.
2	Priyanátha Sarmá, ...	45	43	50	45	42	50	275	Jyotisha, ...	Promoted.
3	Harinátha Sarmá,.....	40	43	49	40	43	45	260	Nyáya, ...	Ditto.
4	Kálíprasanna Sarmá, ...	45	40	42	48	42	40	257	Ditto, ...	Retains.
5	Gíríschandra Sarmá, ...	50	40	45	35	40	40	250	Jyotisha, ...	Ditto.
6	Jaganmohana Sarmá, ...	40	40	45	38	40	47	250	Ditto, ...	Ditto.
7	Rámanáráyana Sarmá, 1st,.....	38	37	49	35	32	45	236	Nyáya, ...	Promoted.
8	Mádhavachandra Sarmá,.....	40	37	40	40	40	35	232	Ditto, ...	Retains.
9	Chandrakánta Sarmá,.....	45	43	35	28	34	42	227	Smriti, ...	Promoted.
10	Ramánátha Sarmá, ...	40	40	40	25	35	45	225	Nyáya, ...	Retains.
11	Yadunátha Sarmá, ...	40	40	40	30	40	35	225	Ditto,.....	Ditto.
12	Vrajanátha Sarmá, ...	40	40	40	30	35	40	225	Smriti, ...	Ditto.
13	Víréswara Sarmá, ...	40	37	40	35	25	45	222	Jyotish, ...	Ditto.
14	Háránanda Sarmá, 1st, ...	40	40	30	25	30	30	195	Smriti, ...	Ditto.

No.	Names.	NUMBER OF MARKS OBTAINED IN							In Science.	REMARKS.
		Alankára or Rhetoric.	Sahitya or Belles Lettres.	Darsáná or Science.	Prosaic Composition.	Bengally Essay.	Poetical Composition.	Total.		
15	Kailáschandra Sarmá,.....	37	30	43	25	30	30	195	Jyotish, ...	Retains.
16	Harilála Sarmá, ...	40	32	35	25	25	35	192	Ditto, ...	Ditto.
17	Rájavallabha Sarmá, ...	32	35	30	25	20	20	162	Ditto, ...	Ditto.
18	Govindachandra Goopt, ...	25	20	27	25	25	25	147	Ditto, ...	Ditto.
19	Haladhara Sarmá, (Out Student,) ..	25	25	35	20	20	20	145	Smriti, ...	Forfeits.
20	Gopálagovinda Goopt, ...	30	30	20	20	20	20	140	Jyotish, ...	Retains.
21	Dinabandhu Sarmá,.....	30	25	30	15	20	20	140	Smriti.	
22	Rámakrishná Sarmá, ...	20	15	30	15	20	25	125	Ditto.	
23	Rámanáráyana Sarmá, 2nd, ...	20	20	20	20	25	15	120	Jyotish,.....	Retains.
24	Háránanda Sarmá, 2nd, ...	23	25	15	10	15	20	108	Smriti, ...	Ditto.
25	Kálidása Sarmá, ...	5	15	35	10	15	10	90	Nyáya.	
26	Durgácharana Sarmá,.....	5	5	5	5	5	10	35	Smriti.	

RADHAKANT.

श्रीवैद्यनाथ मिश्र

SREESACHANDRA SARMA.

General Results of Junior Scholarship Examination of the Sanscrit College in Calcutta, for 1847-48.

TOTAL NUMBER OF MARKS 250.

No.	Names.	NUMBER OF MARKS OBTAINED IN					Total.	REMARKS.
		Vyákarana or Grammar.	Kávya or Poetry.	Arithmetic.	Translation from Bengally into Sanscrit.	Translation from Sanscrit into Bengally.		
1	Durgáprasanna Sarmá, ...	45	40	30	50	45	210	Retains.
2	Rámagati Sarmá,.....	40	40	30	45	50	205	Gains.
3	Rámakamala Sarmá, 1st,.....	30	50	20	47	45	192	Retains.
4	Rámamaya Sarmá, ...	37	40	15	40	43	175	Gains.
5	Nílakamala Sarmá, ...	10	50	15	50	45	170	Ditto.
6	Rámákshaya Sarmá,.....	38	40	12	35	40	165	Ditto.
7	Durgácharana Sarmá, ...	10	40	27	45	42	164	Retains.
8	Girisáchandra Gupta, ...	44	40	10	35	34	163	Entitled.
9	Rámakamala Sarmá, 2nd, ...	30	35	7	35	45	152	Ditto.
10	Dínanatha Sarmá, 1st,.....	38	35	12	30	30	145	Ditto.
11	Vaidyanatha Sarmá,.....	30	25	30	23	32	140	Forfeits.
12	Dínanatha Sarmá, 2nd, ...	20	32	6	32	35	125	Entitled.
13	Gaurahari Sarmá,.....	30	35	10	25	25	125	Ditto.
14	Rámatáraka Sarmá,.....	20	30	7	30	35	122	
15	Krishnakísora Sarmá,.....	35	25	10	25	25	120	
16	Kshetramohana Gupta, ...	25	25	12	23	35	120	
17	Tilakachandra Sarmá,.....	20	25	10	40	25	120	

No.	Names.	NUMBER OF MARKS OBTAINED IN					Total.	REMARKS.
		Vyákarana or Grammar.	Kávya or Poetry.	Arithmetic.	Translation from Bengally into Sanscrit.	Translation from Sanscrit into Bengally.		
18	Ambíkácharana Sarmá, ...	25	25	15	25	25	115	
19	Umákánta Sarmá, ...	22	30	7	25	30	114	
20	Chandranatha Gupta, ...	30	30	12	20	15	107	
21	Gopála Sarmá, ...	15	20	7	25	33	100	
22	Lohárama Sarmá, (Out Student,) ..	20	20	5	35	20	100	
23	Rámatarana Sarmá, ...	17	30	8	25	20	100	
24	Pítambara Sarmá, ...	15	20	5	15	30	85	
25	Táráprasád Sarmá, ...	15	20	5	25	20	85	
26	Nílalohita Sarmá, ...	15	20	5	20	20	80	
27	Sámbhuchandra Sarmá, ...	10	15	5	25	20	75	
28	Káláchanda Sarmá, ...	15	15	5	25	15	75	
29	Abhayácharana Gupta, ...	10	15	5	10	20	60	
30	Rámakusála Sarmá, ...	15	15	5	15	10	60	
31	Pránakrishna Sarmá, ...	10	10	5	10	15	50	
32	Yajneswara Sarmá, ...	10	15	5	10	10	50	
33	Gurudása Sarmá, ...	10	10	5	10	10	45	
34	Gauramohana Sarmá, ...	10	10	5	10	10	45	
35	Srinátha Sarmá, ...	10	10	5	5	10	40	

RADHAKANT.

श्रीवैद्यनाथ मित्र

SREESACHANDRA SARMA.

SANSCRIT COLLEGE.

JUNIOR SCHOLARSHIPS, 1848.

Grammar.

१। वृक्षात्पत्रं पततीत्यादिवत् वृक्षं त्यजति पक्षीत्यत्रापि वृक्षस्य क्रियाजन्यविभागाश्रयत्वमस्ति तत्कथं नात्रापादान पञ्चमीति।

२। तृणाय मत्वा रघुनन्दनोऽथ बाणेन रक्षः प्रधनान्निरास्थदिति भट्टिः।

अत्र तृणायेत्यत्र केन सूत्रेण कस्मिन्नर्थे चतुर्थीति।

किञ्च सूत्रनिर्देशपूर्वकं निरास्थदिति पदं साध्यतामिति।

३। सुपूर्वाद्गन्धशब्दात् इः विधीयते तर्हि आघ्रायि वान् गन्धवहः सुगन्ध इत्यत्र सुगन्ध इति कथं सङ्गच्छत इति।

४। त्रयाणां लोकानां समाहार इति त्रिलोकी इत्यत्रैव त्रयाणां भुवनानां समाहार इत्यत्र ईरूपः समासान्तविधिर्भविष्यति नवा न चेत् कथमिति।

५। नाद्याः सुप्रतरा नदीरिति रघुवंशम्।

सूत्रनिर्देशपूर्वकं नाद्या इति पदं साध्यतामिति।

६। हेम्नो विकारः हैमः राज्ञोभावः राज्यम् इत्यादाविव यूनोभावः यौवनं मघवत इदं माघवनम् इत्यादौ तद्धितप्रत्यये परे कथं नलोपो न स्यादिति।

७। तत्तद्भूमिपतिः पथ्यै दर्शयन् प्रियदर्शनः।
अपि लङ्घितमध्वानं बुबुधे न बुधोपमः॥ इतिरघुवंशम्।
अत्र पथ्यै इत्यत्र केन सूत्रेण कस्मिन्नर्थे चतुर्थीति।

८। प्रस्थितायां प्रतिष्ठेथाः स्थितायां स्थानमाचरेः।
निषण्णायां निषीदास्यां पीताम्भसि पिबेरपः॥
इत्याप्रसादादस्यास्त्वं परिचर्य्यापरो भव।
अविघ्नमस्तु ते स्थेयाः पितेव धुरि पुत्रिणाम्॥
इति रघुवंशम्।
अत्र प्रतिष्ठेथा इत्यत्र कथमात्मनेपदं कथं वा खी इति।
स्थेया इत्यत्र केन सूत्रेण कस्मिन्नर्थे ढो इति।
अविघ्नमित्यत्र च कः समास इति।

JUNIOR SCHOLARSHIPS, 1848.

Poetry.

१। अथेन्द्रियक्षोभमयुग्मनेत्रः पुनर्वशित्वाद्बलवन्निगृह्य।
हेतुं स्वचेतोविकृतेर्दिदृक्षुर्दिशामुपान्तेषु ससर्ज दृष्टिम्।

२। स दक्षिणापाङ्गनिविष्टमुष्टिं नतांशमाकुञ्चितसव्यपादम्।
ददर्श चक्रीकृतचारुचापं प्रहर्त्तुमभ्युद्यतमात्मयोनिम्॥

३। तपःपरामर्षविशङ्कमन्योर्भ्रूभङ्गदुष्प्रेक्ष्यमुखस्य तस्य।
स्फुरन्नुदर्चिः सहसा तृतीयादक्ष्णः कृशानुः किल निष्पपात।

४। क्रोधं विभो संहर संहरेति यावद्गिरः खे मरुतां चरन्ति।
तावत् स वह्निर्भवनेत्रजन्मा भस्मावशेषं मदनं चकार॥

५। तमाशु विघ्नं तपसस्तपस्वी वनस्पतिं वज्रमिवावदध्यौ।
स्त्रीसन्निकर्षं परिहर्त्तुमिच्छन्नन्तर्दधे भूतपतिः सभूतः॥

६। अथ तं सवनाय दीक्षितः प्रणिधानाद्गुरुराश्रमस्थितः।
अभिषङ्गजडं विजज्ञिवानिति शिष्येण किलान्वबोधयत्॥

৩। मरणं प्रकृतिः शरीरिणां विकृतिर्जीवितमुच्यते बुधैः।
क्षणमप्यवतिष्ठते श्वसन् यदि जन्तुर्ननु लाभवानसौ॥

৮। अवगच्छति मूढचेतनः प्रियनाशं हृदि शल्यमर्पितम्।
इतरस्तु तदेव मन्यते कुशलद्वारतया समुद्धृतम्॥

৯। न पृथग्जनवत् शुचो वशं वशिनामुत्तम गन्तुमर्हसि।
द्रुमसानुमतां किमन्तरं यदि वायौ द्वितयेऽपि ते चलाः॥

संस्कृतेन व्याख्या लिख्यतामिति।

JUNIOR SCHOLARSHIPS, 1848.

Arithmetic.

১। দুই ব্যক্তি কোন এক স্থান হইতে এক সময়েই প্রস্থান করিল। এক জন প্রতিদিন ৩০ ক্রোশ অপর ব্যক্তি ৩৫ ক্রোশ গমন করে। তাহারা উভয়ে নিরন্তর ৭ দিন যদি এক দিকেই যায় তবে পরস্পর কত দূরবর্ত্তী হইবে এবং উক্তকাল বিপরীতদিকে গমন করিলেই বা তাহাদিগের অন্তর কত হইবে।

২। ১০৯২ ৭২ ৭ এই রাশির ঘনমূল আনয়ন কর।

৩। কিয়ৎ সঙ্খ্যক মুদ্রা ৪ ব্যক্তিকে এরূপে ভাগ করিয়া দাও যাহাতে প্রথম ব্যক্তি তৃতীয়াংশ দ্বিতীয় ব্যক্তি চতুর্থাংশ তৃতীয় ব্যক্তি ষষ্ঠাংশ এবং চতুর্থ ব্যক্তি অবশিষ্ট ৮০ মুদ্রা পায়।

৪। কোন ব্যক্তির বয়ঃক্রম জিজ্ঞাসা করাতে সে উত্তর করিল আমার যত বৎসর বয়ঃক্রম হইয়াছে তাহার ত্রিপঞ্চাংশকে ৭ দ্বারা গুণ করিলে যত হইবে তাহার সহিত পুনর্ব্বার আমার বয়োবর্ষের দ্বিত্রি ভাগ যোগ করিলে সমুদায় সঙ্খ্যা ২৯২ হইবে ইহাতে জিজ্ঞাসা উক্ত ব্যক্তির বয়ঃ পরিমাণ কত।

৫। যদি ২৪৮ জনে প্রতিদিন ১১ ঘণ্টা কর্ম্ম করিয়া ৫ দিনে ২৩০ হস্ত দীর্ঘ ৩ হস্ত বিস্তীর্ণ ও ২ হস্ত গভীর একটা খাত খনন করিতে

পারে তবে ২৪ জনে ৯ ঘণ্টা প্রতিদিন কর্ম্ম করিয়া কত দিনে ৪২০ হস্তদীর্ঘ ৫ হস্ত বিস্তীর্ণ ও ৩ হস্ত গভীর একটা খাত খনন করিবে।

৬। যে সকল স্বর্ণের প্রতিকর্ষের মূল্য ১৫, ১৭, ১৮ ও ২২ মুদ্রা, তাহা দিগকে কিয়ৎ কিয়ৎ পরিমাণে মিশ্রিত করিলে ২০ মুদ্রা মূল্য কর্ষের ৪০ কর্ষ সুবর্ণ হইবে।

৭। দুই বণিক্ একত্র মিলিত হইয়া ১৮ মাস বাণিজ্য করিল তাহাতে প্রথম ব্যক্তি প্রথমতঃ ২০০ মুদ্রা এবং ৮ মাস পরে পুনর্ব্বার ১০০ মুদ্রা বাণিজ্যে প্রদান করিল। দ্বিতীয় ব্যক্তিও অগ্রে ৫৫০ মুদ্রা অর্পণ করিয়া ৪ মাস পরে তন্মধ্য হইতে ১৪০ মুদ্রা গ্রহণ করিল। পরে উক্ত বাণিজ্যের নির্দ্দিষ্ট সময়ান্তে ৫২৬ মুদ্রা লাভ হইল ইহাতে উক্ত ব্যক্তি দ্বয়ের মধ্যে উক্ত লাভ কি রূপে বিভক্ত হইবে তাহা বল।

৮। এক ব্যক্তি কলিকাতা হইতে কোন এক নির্দ্দিষ্ট স্থানে ১২ দিনে গমন করিল এবং প্রথম দিনে ৩ ক্রোশ ও শেষ দিনে ৫৮ ক্রোশ চলিল এইক্ষণে জিজ্ঞাসা প্রতিদিন উত্তরোত্তর কয় ক্রোশ করিয়া অধিক গমন করিলে উক্ত স্থানে উক্ত দিনে উক্তরূপে গমন করা হয় এবং কলিকাতা হইতে কত ক্রোশেই বা উক্ত স্থান আছে।

লীলাবতীসম্মতক্রিয়ানুসারেণোত্তরাণ্যেষাং লিখ্যন্তামিতি।

JUNIOR SCHOLARSHIPS, 1848.

Translation.

From Sanscrit into Bengali.

उपायेन हि यच्छक्यं न तच्छक्यं पराक्रमैः ।
काकी कनकसूत्रेण कृष्णसर्पमघातयत् ॥

करटकः पृच्छति कथमेतत् । दमनकः कथयति कस्मिंश्चित्तरौ वायसदम्पती निवसतः तयोरपत्यानि तत्तरुकोटरावस्थितकृष्णसर्पेण खादितानि । ततः पुनर्गर्भवती वायसी वायसमाह । स्वामिन् त्यज्यतामयं तरुः अत्र हि तस्मात् कृष्णसर्पादावयोः कदाचिदपि प्रजावृद्धिर्न भविष्यति । वायसो ब्रूते प्रियेन भेतव्यं वारं वारं मयैतस्य महापराधः सोढः इदानीं पुनर्न क्षन्तव्यः । वायस्याह कथमनेन बलवता सार्द्धं भवान् विग्रहीतुं समर्थः । वायसो ब्रूते अलमनया शङ्कया

यतः । बुद्धिर्यस्य बलं तस्य निर्बुद्धेस्तु कुतो बलम् ।
पश्य सिंहो मदोन्मत्तः शशकेन निपातितः ॥

वायसी विहस्याह कथमेतत् । वायसः कथयति अस्ति मन्दरनाम्नि पर्वते दुर्द्दान्तोनाम सिंहः स च सर्वदा पशूनां बधं कुर्वन्नास्ते ततः सर्वैः पशुभिर्मिलित्वा स सिंहोविज्ञप्तः मृगेन्द्र किमर्थमेकदा सर्वपशुघातः क्रियते यदि प्रसादो भवति तदा वयमेव भवदाहारार्थं प्रत्यहमेकैकं पशुमुपढौकयामः । ततः सिंहेनोक्तं यद्येतदभिमतं भवतां तर्हि भवतु तत् । ततः प्रभृति एकैकं पशुमुपकल्पितं भक्षयन्नास्ते । अथ कदाचित् दृढशशकस्य वारः समायातः । सोऽचिन्तयत्

आसन्नेतोर्विनीतिस्तु क्रियते जीविताशया ।
पञ्चत्वञ्चेद्गमिष्यामि किं सिंहानुनयेन मे ॥

तन्मन्दं मन्दमुपगच्छामि। ततः सिंहोऽपि क्षुधापीडितः कोपा-
त्तमुवाच किमागमने विलम्बकारणम्। सोऽब्रवीत् देवनाहम-
पराद्धः आगच्छन् पथि सिंहान्तरेणावलोकितोबलाद्धृतश्च तस्याये
पुनरागमनाय शपथं कृत्वा स्वामिने तन्निवेदयितुमत्रागतोऽ
स्मि। सिंहः सकोपमाह सत्वरं गत्वा दर्शय क्वासौ दुरात्मा
तिष्ठति। ततः शशकस्तं गृहीत्वा गम्भीरकूपसमीपं गतः अत्रा-
गत्य स्वयमेव पश्यतु स्वामीत्युक्त्वा कूपान्तर्जले तस्यैव सिंहस्य
प्रतिबिम्बं दर्शितवान्। ततोऽसौ दर्पाध्मातः कोपात् तस्योपरि
पपात। ऊर्द्ध्वपादः अधःशिरास्तज्जले मग्नः पञ्चत्वमगमत्। अतो-
ऽहं ब्रवीमि बुद्धिर्यस्येत्यादि। वायस्याह श्रुतं मया सर्वं सम्प्रति
यथा कर्त्तव्यं तदुपदिश्यतामिति। वायसोऽवदत्। अत्रासन्ने
सरसि राजपुत्रः सततमागत्य स्नाति स्नानसमये तदङ्गादवतारितं
तीर्थशिलानिहितं कनकसूत्रं चञ्चा विधृत्यानीयास्मिन् कोटरे
धरिष्यसि। अथ कदाचित् स्नातुं जलं प्रविष्टे राजपुत्रे वायस्या
तदनुष्ठितम्। अथ कनकसूत्रानुसरणप्रवृत्तैः राजपुरुषैस्तत्र तरु-
कोटरे कृष्णसर्पो दृष्टो व्यापादितश्चेति।

स्वभाषयानुवाद्यतामिति।

Translation from Bengali into Sanscrit.

ब्राह्मण आसन परिगृह्य आशीर्वाद करिलेन यिनि एই জগন্মণ্ডল
প্রলয়পয়োধিজলে নিমগ্ন হইলে মীনরূপ ধারণ করিয়া ধর্ম্মমূল অপৌ-
রুষেয় বেদের রক্ষা করিয়াছেন। যিনি বরাহমূর্ত্তিপরিগ্রহ করিয়া বিশাল
দশনাগ্রভাগ দ্বারা প্রলয়জলবিলীন মেদিনীমণ্ডলের উদ্ধার করিয়াছেন।
যিনি কূর্ম্মরূপ অবলম্বন করিয়া পৃষ্ঠে এই সসাগরা ধরা ধারণ করিয়া

আছেন। যিনি নরসিংহ আকার স্বীকার করিয়া নখকুলিশ প্রহার দ্বারা বিষমশত্রু হিরণ্যকশিপুর বক্ষঃস্থল বিদীর্ণ করিয়াছেন। যিনি দৈত্যরাজ বলিকে ছলিবার নিমিত্ত বামন অবতার হইয়া দেবরাজকে পুনর্ব্বার ত্রিলোকীর ইন্দ্রত্বপদে সংস্থাপিত করিয়াছেন। যিনি জমদগ্নির ঔরসে জন্মগ্রহণ করিয়া পিতৃবধামর্ষপ্রদীপ্ত হইয়া তীক্ষ্ণধার কুঠার দ্বারা মহাবীর্য্য কার্ত্তবীর্য্য অর্জ্জুনের ভুজবনচ্ছেদন করিয়াছেন, এবং একবিংশতিবার পৃথিবীকে নিঃক্ষত্রিয়া করিয়া অরাতিশোণিত জলে পিতৃতর্পণ করিয়াছেন। যিনি দেবতাগণের অভ্যর্থনানুসারে দশরথগৃহে অংশ চতুষ্টয়ে অবতীর্ণ হইয়া বানর সৈন্য সমভিব্যাহারে সমুদ্রে সেতুবন্ধন পূর্ব্বক দুর্বৃত্ত দশাননের বংশধ্বংস করিয়াছেন। যিনি দ্বাপর যুগের অন্তে ধর্ম্ম সংস্থাপনার্থে যদু বংশে অংশে অবতীর্ণ হইয়া দৈত্যবধ দ্বারা ভূমির ভার হরিয়া অশেষ প্রকার লীলা করিয়াছেন। যিনি বেদমার্গের বিপ্লাবনের নিমিত্ত বুদ্ধাবতার হইয়া জিতেন্দ্রিয়ত্ব দয়ালুত্ব প্রভৃতি সদ্গুণের পরা কাষ্ঠা প্রদর্শন করিয়াছেন। এবং যিনি সম্ভলগ্রামে বিষ্ণুযশানামক ধর্ম্মনিষ্ঠ বুদ্ধপরায়ণ ব্রাহ্মণের ভবনে অবতীর্ণ হইয়া ভুবনমণ্ডলে কল্কিনামে বিখ্যাত হইবেন। এবং অতিদ্রুতগামি দেবদত্ত তুরঙ্গমে আরোহণ করিয়া করতলে করাল করবাল ধারণপূর্ব্বক বেদবিদ্বেষি ধর্ম্মমার্গপরিভ্রষ্ট নষ্টমতি দুরাচারদিগের সমুচিত দণ্ড বিধান করিবেন। সেই ত্রিলোকীনাথ বৈকুণ্ঠস্বামী ভূতভাবন ভগবান্ আপনকার রক্ষা করুন ইতি।

संस्कृतेनानुवाद्यनामिति।

SENIOR SCHOLARSHIPS, 1848.

Literature.

माघस्य

१ षड्गुणाः शक्तयस्तिस्रः सिद्धयश्चोदयाश्चयः।
यन्थानधीत्य व्याकर्त्तुमिति दुर्म्मेधसोऽप्यलम्॥
२ सर्व्वकार्य्यशरीरेषु मुक्ताङ्गस्कन्धपञ्चकम्।
सौगतानामिवात्मान्यो नास्ति मन्वोमहीभृताम्॥
३ माजीवन् यः परावज्ञादुःखदग्धोऽपि जीवति।
तस्याजननिरेवास्तु जननीक्लेशकारिणः॥
४ असम्पादयतः कञ्चिदर्थं जातिक्रियागुणैः।
यदृच्छाशब्दवत् पुंसः संज्ञायै जन्म केवलम्॥
५ स्वयं प्रणमतेऽल्पेऽपि परवायावुपेयुषि।
निदर्शनमसाराणां लघु वज्रतृणं नरः॥
६ विजयस्त्वयि सेनायाः साक्षिमात्रेऽपदिश्यताम्।
फलभाजि समीक्ष्योक्ते बुद्धेर्भोग इवात्मनि॥

१ के गुणाः काः सिद्धयः के च पुनरुदया इति।
२ कानि पञ्चाङ्गानि के च सौगताभिमताः पञ्च स्कन्धा इति।
२ माजीवन्निति श्लोकस्य कोऽर्थ इति।
४ का जातिः का क्रिया कश्च गुण इति।
यदृच्छाशब्दवदित्यस्य च कोऽर्थ इति।
५ प्रणमते इति वज्रतृणमिति पदद्वयं लक्षणनिर्द्देशपूर्व्वकं साध्यतामिति।
६ विजयस्त्वयीत्यस्य श्लोकस्य व्याख्या केति।

विपक्षमखिलीकृत्य प्रतिष्ठा खलु दुर्लभा।
अनीत्वा पङ्कतां धूलिमुदकं नावतिष्ठते॥

ध्रियते यावदेकोऽपि रिपुस्तावत् कुतः सुखम्।
पुरः क्लिश्नाति सोमं हि सैंहिकेयोऽसुरद्रुहाम्॥
विधाय वैरं सामर्षे नरोऽरौ य उदासते।
प्रक्षिण्वोदर्चिषं कक्षे शेरते तेऽभिमारुतम्॥
तुल्येऽपराधे स्वर्भानुर्भानुमन्तं चिरेण यत्।
हिमांशुमाशु ग्रसते तन्मद्रिम्नः स्फुटं फलम्॥
अचालङ्काराः सन्ति न वा सन्ति चेत् के ते किंलक्षणकाश्चेति।

भारवेः

ततः स सम्प्रेक्ष्य शरद्गुणश्रियं
शरद्गुणालोकनलोलचक्षुषम्।
उवाच यक्षस्तमनोदितोऽपि गां
नहीङ्गितज्ञोऽवसरेऽवसीदति॥
उपैति शस्यं परिणामरम्यता
नदीरनौद्धत्यमपङ्कता महीम्।
नवैर्गुणैः सम्प्रति संस्तवस्थिरं
तिरोहितं प्रेम घनागमश्रियः॥
पतन्ति नास्मिन् विशदाः पतत्रिणो
धृतेन्द्रचापा न पयोदपङ्क्तयः।
तथापि पुष्णाति नभः श्रियम्परां
न रम्यमाहार्यमपेक्षते गुणम्॥
विहाय वाञ्छामुदिते मदात्यया
दरक्लकण्ठस्य कृते शिखण्डिनः।
श्रुतिः श्रयत्युन्मदहंसनिस्वनं
गुणाः प्रियत्वेऽधिकृता न संस्तवः॥

संस्कृतेनैतेषां व्याख्या लिख्यतामिति।

कालिदासस्य

राजा। भो तपोधनाः चिन्तयन्नपि न खलु स्वीकरणमन्यभवत्याः स्मरामि तत्कथमिमामभिव्यक्तसत्वलक्षणां प्रत्यात्मानं क्षेत्रिणमाशङ्कमानः प्रतिपत्स्ये।

शकु। अपवार्य्य। अज्जस्स परिणए एव्व सन्देहो कुदो दाणिं मे दूराधिरोहिणी आसा।

शार। मा तावत्

छताभिमर्शामनुमन्यमानः
सुतां त्वया नाम मुनि र्विमान्यः।
मुष्टं प्रतिग्राहयता स्वमर्थं
पाचीकृतो दस्युरिवासि येन॥

अस्य सन्दर्भस्य का व्याख्येति।

श्रीहर्षस्य

विदू। पार्श्वतोऽवलोक्य। भो वअस्स, एदं अवरं सरसकमलिणी-मुणालविरइदं इमाए एव्व मअणावत्थासूअअं सअणीअं लक्खीअदि।

राजा। उत्थाय विलोक्य च। वयस्य, निपुणमुपलक्षितं तथाहि

परिम्लानं पीनस्तनजघनसङ्गादुभयत
स्तनोर्म्मध्यस्यान्तः परिमिलनमप्राप्य हरितम्।
इदं व्यस्तन्यासं स्मयभुजलताक्षेपबलनैः
कृशाङ्ग्याः सन्तापं वदति विसिनीपत्रशयनम्॥

अपिच। स्थितमुरसि विशालं पद्मिनीपत्रमेतत
कथयति न तथान्तर्मन्मथोत्थामवस्थाम्।
अतिशयपरितापग्लापिताङ्ग्या यथास्याः
स्तनयुगपरिणाहं मण्डलाभ्यां ब्रवीति॥

श्लोकयोरनयोः कोऽर्थइति।

SENIOR SCHOLARSHIPS, 1848.

Rhetoric.

१ वर्णवृत्तिघटनानां गुणाभिव्यञ्जकत्वमस्ति तच्च
के वर्णाः कीदृशी वृत्तिर्घटना वापि कीदृशी।
गुणस्यौजःसमाख्यस्य व्यञ्जकत्वेन सम्मता इति ॥

२ श्लेषोविचित्रतामात्रम् श्लेषः क्रमकौटिल्यानुल्बणत्वोपपत्ति बीगरूपघटनात्मा इति दर्पणः। अस्य कोऽर्थः किमुदाहरणम्। उदाहरणे वा कथं लक्षणसमावेशः। किञ्च प्राचाम्मत निरस्तश्लेषस्य गुणत्वाभिधानमस्ति तच्च कथं दर्पणकृता नाङ्गीकृतमिति।

३ वर्णैः श्लेषैः पुनर्द्वयोः।
समस्तपञ्चषपदो बन्धः पाञ्चालिका मता ॥
अस्य कोऽर्थ इति।

४ क्वचित्तु वक्त्राद्यौचित्यादन्यथारचनादय इति दर्पणः।
अत्र वक्त्रादीति रचनादय इति आदिपदद्वितयेन कस्य कस्यार्थस्याभिधानं कानि चाभिहितस्य तत्तदर्थस्योदाहरणानि प्रदर्शितानीति।

५ अयं सर्वाणि शास्त्राणि वृद्धि श्लेषु च वक्ष्यति।
सामर्थ्यकृद्मित्राणां मित्राणाञ्च नृपात्मजः ॥
अस्य कोऽर्थः कस्यालङ्कारस्येदमुदाहरणं स च किंलक्षणकः कतिविधश्चेति।

६ यथारुचि यथार्थित्वं यथाव्युत्पत्ति भिद्यते।
आभासोऽप्यर्थ एकस्मिन्ननुसन्धानमाधितः ॥
अस्य कोऽर्थः कस्यचार्थस्य समर्थनाय दर्पणकारेण कारिकेयमुपसंगृहीतेति।

७ अश्रुच्छलेन सुदृशो ऽतपावकधूमकलुषाद्वयाः।
अप्राप्य मानमङ्गे विगलति लावण्यवारिपूर इव॥
कस्यालङ्कारस्योदाहरणमेतदिति।

८ दृष्टान्तप्रतिवस्तूपमयोरलङ्कारयोर्लक्षणोदाहरणनिर्देशपूर्वकं भेदः समर्थ्यताम्। किञ्चैतयोरर्थान्तरन्यासात् को भेद इति।

९ इदं किलाव्याजमनोहरं वपुस्तपःक्षमं साधयितुं य इच्छति।
ध्रुवं स नीलोत्पलपत्रधारया शमीलतां छेत्तुमृषिर्व्यवस्यति॥
कस्यालङ्कारस्योदाहरणमिदं कथञ्चास्मिन् लक्षणसमावेश इति।

१० प्रस्तुते विशेषणसाम्यहेतुकाप्रस्तुतव्यवहारसमारोपरूपस्य समासोक्तिभेदस्य कति भेदाः कानि च तेषामुदाहरणानीति।

SENIOR SCHOLARSHIPS, 1848.

Mathematics.

१। त्रयः पुरुषाः ७३ क्रोशमितपरिधिमन्तं कञ्चिद्द्वीपं मण्डलेन परिक्रमितुमेकयैव दिशा युगपत् प्रतस्थिरे प्रथमस्तु तेषां प्रतिदिनं ५ क्रोशान् द्वितीयः ८ क्रोशान् तृतीयोऽपि १० क्रोशांश्चलति चेत्तदा कतिभिर्दिनैस्तेषां पुनर्मेलनं सम्भाव्यत इति।

२। त्रिभिः शिल्पिभिर्मिलितैः किमपि गृहं १२ दिनैर्निर्म्मीयत तदेव च एकाकिना प्रथमेन २४ दिनै र्द्वितीयेन चाद्वितीयेन ३४ दिनैः सम्पाद्यते अथ तृतीयस्येदकाकी तदेव निर्म्मिमीते तदा कतिभिर्दिनैरिति।

३। कस्मिंश्चिद्दुर्गे १००० मनुष्याः ३५ दिनानि प्रतिदिनं प्रतिजनं १६ सेरमानेन योग्यांशं भोज्यद्रव्यमादाय रुद्धा बभूवुः अथ दैवगत्या पुनः ५०० मनुष्या स्तत्र संजग्मिरे

रोधदिनानि च समुदायेन ५६ अभवन् साम्प्रतं तेषां प्रत्येकेन प्रतिदिनं कियन्मितेऽव्यवहृते तदेव द्रव्यं रोधेन सङ्गावसानमुपेयादिति ।

४। त्रयो वणिजः १२ मासान् सम्भूयसमुत्थानेनावस्थिता वाणिज्यं चक्रुः प्रथमो हि प्रथमं २० मुद्रा मासचतुष्टयान्ते च पुनस्तन्मिता मुद्रा ददौ द्वितीयोऽप्यादौ ३० मुद्रा मासत्रयानन्तरं २० मुद्रा भूयो मासद्वयान्ते ४० मुद्रा नियोजयामास तृतीयोऽपि प्रथमतः ६० पञ्चमासान्ते च १०मुद्रा दत्त्वा पुनर्मासान्ते ३० मुद्रास्ततः प्रत्ययच्छीत् अथ निरूपितकालेन वाणिज्ये परिसमापिते ५० मुद्रात्मको लाभो जातः इदानीमेषु केन किं लभ्यमिति ।

५। कस्मिंश्चित् खाते द्वे पयःपूरणप्रणाल्यौ वर्त्तेते तयोः प्रथमा चेत् केवलम्मुच्यते तदा ४० पलै र्द्वितीया चाद्वितीया ५० पलैः खातं पूरयति अथचान्या परीवाहप्रणाली वर्त्तते यस्यां मुक्तायां २५ पलैरेव खातो निःशेषेण शुष्यति साम्प्रतं तास्तिस्र एव चेद्युगपन्मुच्यन्ते तदास्य कियता कालेन पूरणम्भवेदिति ।

६। १८ वर्णसुवर्णस्य ५ माषैः सह १५ वर्णस्य १७ वर्णस्य २२ वर्णस्य च कियति मिश्रिते विंशतिवर्णं स्वर्णं जायत इति ।

७। प्रतिमासञ्चेद्गणोत्तरवृद्ध्या किञ्चित् किञ्चित् परिशोध्य वर्षेणैकेन सर्वम् ऋणं परिशोध्यते येन प्रथमे मासि १ मुद्रायास्चरमे च २०४८ मुद्राणाम्परिशोधोभवति अथाच गुणचयः कः ऋणञ्च सर्वं कियदिति जिज्ञासा ।

८। यत्र त्रिभुजक्षेत्रे एकतराबाधा तल्लम्बभुजान्तरं ४० भूः ७० क्षेत्रफलञ्च २१०० तस्मिन् भुजयोः पृथक् पृथक् किं मानं कथञ्च ज्ञायत इति ।

९। कस्य राशेर्वर्गात तस्मिन्नेव राशौ सप्तगुणिते विशोधिते ४४ राशि र्जायत इति।

१०। ते त्रयो राशयः के वै यद्योगो वाणसङ्गणः।
सर्वराशिहतेस्तुल्यो भावितज्ञा ब्रुवन्तु तान्॥

SENIOR SCHOLARSHIPS, 1848.

Logic.

१। व्यभिचारानन्त्यदोषभिया न मन्यन्ते व्यक्तिभानं भट्टमण्डनश्रीकरप्राभाकराः।
अथ ते कथमुपपादयन्ति भानं व्यक्तेः कथं वा नानुमेनिरे नैयायिकास्तानि तानि मतानीति।

२। प्रकाशिकाकृतां मणिकृतां मीमांसकानाञ्च मते योगरूढात् पङ्कजपदात् न कथं कुमुद स्थलकमलयोरवगम इति।

३। समासस्य किं लक्षणं सच कतिविधः समासशक्तिवादिनः के तत्स्वीकारे च तेषां का युक्ति स्तत्र च दूषणानि कानि। किञ्च बहुव्रीहेस्तद्विग्रहस्य च किं लक्षणं बहुव्रीहिश्च कतिविधः। पूर्वदक्षिणेत्यत्र च विदिग्बहुव्रीहौ कः शाब्दबोधप्रकार इति।

४। आख्यातार्थे कृतौ तदर्थयोरतीतत्वभविष्यत्त्वयोरन्वयोजगदीशेनाङ्गीकृतः अत्रेयं पृच्छा पचतश्चैत्रस्य कतिपयपाककृतावतीतायां भविष्यन्त्याञ्च पपाच पक्ष्यतीत्यादिकः कथं न प्रयोगः पाककृतित्वावच्छेदेनान्वयोपगमे तु यावतीनां पाककृतीनामेकदातीतत्वभविष्यत्त्वयोरसम्भवेन कुत्रापि पपाचेत्यादिको न सम्भवेदिति।

५। मनःषष्ठानीन्द्रियाणीत्यादि प्रमाणसिद्धमिन्द्रियत्वं मनसः कथं परिभाषाकारो नाङ्गीचकार तदनङ्गीकारे च सुखादिप्रत्यक्षस्य इन्द्रियाजन्यतया कथं सर्ववादिसिद्धस्य साक्षात्त्वस्योपपत्तिरिति।

६। शुक्तौ रजताध्यासस्थले भासमानं रजतं व्यावहारिकमन्यादृशं वा आद्ये तस्यासन्निकृष्टत्वात् भानमसम्भवि द्वितीये तत् जन्यमजन्यं वा जन्यश्चेत्तस्य किमुपादानं नित्यश्चेदद्वैतभङ्गप्रसङ्ग इत्यत्र किमुत्तरमिति।

७। परिभाषामते लक्षणा कतिविधा किं वा तद्बीजं किञ्च वाक्यलक्षणाङ्गीकारे का युक्तिः वाक्ये च शक्तत्वाभावात् लक्षकत्वं कथं घटते। तत्त्वमसीत्यत्र च तत्त्वम्पदयोः शक्यार्थौ कौ कुत्र वा लक्षणा लक्षणामन्तरेण वा परिभाषाकाराणामुपपादनप्रकारः क इति।

८। एकदण्डिमते त्रिदण्डिमते च मुक्तिः किंस्वरूपा कथं वा गदाधरेण तन्मतमपाकृतं नैयायिकमते च मुक्तेः किं स्वरूपमिति।

९। अशरीरं वाव सन्तं प्रियाप्रिये न स्पृशत इति श्रुत्या मुक्तस्य सुखसम्बन्ध एव नास्तीति प्रतीयते अथ तत्स्वीकारेऽपि विदेहकैवल्यदशायां देहेन्द्रियादिविरहात् तत्साक्षात्कारो न सम्पद्यते तत्कथं "नित्यसुखसाक्षात्कारोऽपवर्ग" इति भट्टोक्तं सङ्गच्छत इति।

१०। ज्ञानाग्निः सर्वकर्म्माणि भस्मसात् कुरुते तथेति मा भुक्तं क्षीयते कर्म्म कल्पकोटिशतैरपीत्येतयोः स्मृत्योः परस्परविरुद्धवदाभासमानयोरुपपत्तिः केति।

SENIOR SCHOLARSHIPS, 1848.

Law.

१। वेदोऽखिलो धर्म्ममूलं स्मृतिशीले च तद्विदाम्।
आचारश्चैव साधूनामात्मनस्तुष्टिरेव चेति मनुः॥

अत्र स्मृतिशीले च तद्विदामिति आत्मनस्तुष्टिरेव चेति एतयोः कोऽर्थ इति।

२। दश कामसमुत्थानि तथाष्टौ क्रोधजानि च।
व्यसनानि दुरन्तानि प्रयत्नेन विवर्ज्जयेदिति मनुः॥

अत्र प्रयत्नविवर्ज्जनीयत्वेनादिष्टानि अष्टादश व्यसनानि नामतोनिर्द्दिश्यन्तामिति।

३। सर्वेषामङ्घ्रिनोमुख्यास्तद्वद्वैनाङ्घ्रिनोऽपरे।
तृतीयिनस्तृतीयांशास्तुर्यांशास्तु पादिन इति मनुः॥

अस्य का व्याख्येति।

४। पुत्रान् द्वादश यानाऽऽ नृणां स्वायम्भुवो मनुः।
तेषां षड्बन्धुदायादाः षड्दायादबान्धवा इति मनुः॥

अत्र के द्वादश पुत्राः के च षट् बन्धुदायादाः केच अदायादबान्धवाः किञ्च बन्धुदायादा अदायादबान्धवा इत्येतयोः कोऽर्थ इति।

५। कश्चिदयजन्मा किञ्चिदृणं कृत्वा तीर्थयात्रायै निर्गतः अथाप्रत्यावृत्त एवासौ कियतः कालादनन्तरं लोकान्तरं प्रातिष्ठत तस्य च पञ्चदशवर्षदेशीयस्तनयो विद्यते सचाप्राप्तपितृधनः सम्प्रत्युत्तमर्णस्तस्मात् स्वधनमाहर्त्तुं शक्नुयान्नवेति।

६। कश्चिद्वज्रमूल्यमलङ्कारमेकमाधीकृत्य किञ्चिदृणं कृतवान् अथातीते कियति काले ऋणं विगणयितुमभ्यागतेन तेना-

धिमात्यन्तिकमपक्षयं प्राप्तमालोकयता मध्यस्थाः समाहूताः ते च तयो र्विवादं शिथिलयितुमशक्नुवाना यथागतं प्रतिजग्मुः अथ दैवदुर्विपाकेणापरेद्युरुत्तमर्णस्य सर्वस्वं गृहदाहेन भस्मावशेषमासीत् अलङ्कारोऽप्यसावदर्शनं गतः अधुना मिथो विवदमानाभ्यां धनिकाधमर्णाभ्यां विज्ञापितेन राज्ञा कीदृशो विधिरनुसर्त्तव्य इति।

७। कस्यचिद्धनिनो द्वौ पुत्रौ तत्र धनी जीवन्नेव प्रेयसे कनिष्ठाय काञ्चिद्भूमिं स्वार्जितां प्रसादरूपेण दत्तवान् ततोऽसौ कालवशेन द्युनिवासभूयमाससाद अथ प्राप्ते विभागकाले ज्येष्ठः प्राङ्निर्दिष्टं पितृप्रसाददानमप्रमाणयाम्बभूव कनीयानपि पित्रा प्रसन्नेन दत्ता ममेयम्भूः नाहमेनां प्रतिदास्यामीति प्रतिवदतिस्म अत्र का व्यवस्थेति।

८। मातुर्दुहितरः शेषमृणात्ताभ्य ऋतेऽन्वय इति योगीश्वरीयम् मातुर्दुहितरोऽभावे दुहितॄणां तदन्वय इति नारदीय ञ्चानुसरता विज्ञानेश्वराचार्य्येण स्त्रीधने प्रथमं दुहितॄणां ततो दौहित्राणां तदभाव च पुत्राणामधिकारः समर्थितः। जनन्यां संस्थितायान्तु समं सर्वे सहोदराः। भजेरन् मातृकं रिक्थं भगिन्यश्च सनाभय इतिमानवीये तु समभित्युपादानात् सहोदरा भगिन्यश्चेतीतरेतरयोगार्थकचकारनिर्देशाच्च भ्रातृभगिन्योर्युगपदेवाधिकारोभवतीति कथं विज्ञानेश्वरसिद्धान्तो निष्प्रत्यूह इति।

९। समक्षमप्रतिरवं विंशतिं वर्षाणि भूमिरुपभुक्ता तत्र फलहानिरेव न वस्तुहानिरिति विज्ञानेश्वरसमाधानम्। स्मार्त्तभट्टाचार्य्यास्तु वस्तुहानिमेव सिद्धान्तयन्ति स्म। तदत्रोभयोः प्रमाणभूता युक्तयः प्रदर्श्यन्तामिति।

१०। मातृप्रमातामहमातामहमातृष्वस्रेयपुत्रः प्रपितामहमातुल-दौहित्रपुत्रौवा परिणेतुं शक्यो न वेति।

SENIOR SCHOLARSHIPS, 1848.

Prose Essay.

भारतवर्षीयाः पूर्वसुधियः केषु केषु शास्त्रेषु समीचीनां व्युत्पत्तिमर्ज्जयामासुरित्येतदुदाहरणादिप्रदर्शनपूर्वकमम-रगिरा वर्णनीयम्।

SENIOR SCHOLARSHIPS, 1848.

Bengali Essay.

রাজা ও রাজ্যশাসনপ্রণালী না থাকিলে পৃথিবী কিরূপ অবস্থায় চলিত।

वर्ण्यतां भाषया स्वया।

SENIOR SCHOLARSHIPS, 1848.

Poetical Composition.

आलस्यश्रमयो र्दोषगुणौ पद्येन वर्णय॥

Calcutta Mudrissa,

UNDER THE IMMEDIATE CONTROL OF THE COUNCIL OF EDUCATION.

TWENTY-FIFTH YEAR.

Establishmemt.

Lieutenant Colonel Riley,.. *Secretary.*

ARABIC DEPARTMENT.

Hafiz Uhmud Kubeer,.....	*Assistant Secretary.*
Moulovee Moohummud Wujeeb,.....	*Principal Professor.*
Moulovee Busheerood-Deen,.....	*2nd Professor.*
Moulovee Noorool Huq,.....	*3rd Ditto.*
Moulovee Moohummud Ibraheem,....	*4th Ditto.*
Moulovee Khadeem Hoosyn,,.....	*1st Assistant Professor.*
Moulovee Ujeeb Uhmed,.....	*2nd Ditto.*
Moulovee Rusheedoon-Nubee,.....	*3rd Ditto.*
Moulovee Jewad Ulee,.....	*4th Ditto.*
Moulovee Ubdoor-Ruheem,.....	*Professor of Govt. Regulations.*
Moulovee Ujeeb Uhmed, ...	*Librarian.*
Moohummud Qudeer,.....	*Moouzzin.*

ANGLO-ARABIC CLASS.

Moulovee Ubdool Luteef,.....	*Teacher.*

ENGLISH DEPARTMENT.

Mr. J. E. Clinger, ...	*Head Master.*
Mr. Holyoake,.....	*Second Ditto.*
Moonshee Deen Moohummud,.....	*Third Ditto.*
Mooktaram Pundit,.....	*Bengallee Master.*
Mr. Jones, ...	*Librarian.*

	Arabic Dept.	English Dept.	Total.	REMARKS.
Number of admissions from 1st Jany. to 1st Nov., 1848.	56	36	92	* 8 students of the Arabic Department, studying English in the English Department, being too advanced for admission into the Anglo-Arabic Class.
Ditto of dismissals,	20	34	54	
Ditto of resignation and withdrawals,	10	3	13	
Ditto of deaths,	0	0	0	
Ditto on the rolls on the 24th December, 1847,	169	64	233	
Ditto on the rolls on the 1st November, 1848,	* 195	63	258	
Deduct 8 students studying Arabic and English,			8	
Actual Number of students,			250	

	Anglo Arabic Dept.	Bengali Dept.		
Number of admission from 1st November, 1848,	8	24		28 students of the Anglo-Arabic Department are students of only the Arabic Department. 45 students of the Bengali Department are students of all the other Departments, viz. Arabic-English and Anglo-Arabic.
Ditto of dismissals,	0	10		
Ditto of resignation and withdrawals,	7	9		
Ditto of deaths,	0	0		
Ditto on the rolls on the 24th December, 1847,	27	40		
Ditto on the rolls on the 1st November, 1848,	28	45		

Changes in the Establishment. During the past year the teacher of the Anglo-Arabic Department obtained a Deputy Magistracy at Hooghly; in his place Moulvee Abdool Luteef, formerly a student of the Calcutta Mudrissa and recently a teacher in the Dacca College, was appointed on the same salary which his predecessor enjoyed.

Arabic Scholarship Examination. The Arabic Scholarship Examinations were conducted by Lieut. Col. Riley; the substance of his Report on them is subjoined, which was approved and confirmed by the Council of Education.

"I have the honor to state for the information of the Council of Education, that the Senior and Junior Arabic Scholarship Examinations of the students of the Government Mudrissa College, for the year 1848-49, were duly held in the Examination Hall of the Institution on the 12th, 14th, 16th, 19th, 21st, and 23rd of September last, under my own personal superintendence. The several examination tests were fixed upon by myself privately in the Arabic library on the morning of each day, and such other

precautionary measures were adopted as were calculated effectually to preclude the possibility of any thing being divulged before the proper time.

2. "After a scrupulous and attentive consideration of all the different test answers in the several sciences of examination, I proceed to register claims for Scholarships, according to the relative degrees of proficiency and estimate of qualification, as evinced by these competing students in their respective test exercises in the underwritten classification.

SENIOR SCHOLARSHIPS OF THE 1ST CLASS OF RS. 20.

1 Ubdool Ghunee.
2 Moohummud Hahdad.
3 Ubdool Huq.
4 Umeenood-Deen, (Out-student.)

SENIOR SCHOLARSHIPS OF THE 2ND CLASS OF RS. 15.

1 Moohummud Muhdee.
2 Moohummud Wuzeer.
3 Ruoshun Ulee.
4 Rumeezood-Deen.
5 Sheikh Hydur Ulee.
6 Umjud Ulee.
7 Umeenoollah.
8 Toorab Ullee.

JUNIOR SCHOLARSHIPS OF RS. 8.

1 Wuleeyoon Nubbee.
2 Ubdool Khaliq.
3 Wujhoollah.
4 Kumalood-Deen.
5 Ubdool Hy, (Out-student.)
6 Ziyaood-Deen.
7 Ubdool Hukeem.
8 Nujmood-Deen.
9 Uhmud.
10 Mooshurruf Ulee.
11 Moohummud Fyozollah.
12 Suadut Ulee.
13 Ushabood-Deen.
14 Wahidoollah.
15 Ruhman Buksh.
16 Ubdoollah Khan.

"Two returns, exhibiting the number of errrors and the specific valuation of each competing candidate, and two packets, containing the Senior and Junior Arabic Scholarship tests, are appended to this report.

"Thirteen students completed the term of scholarships, and received certificates of varied degrees of proficiency, under the signature of the members of the Council of Education.

"Eighteen students completed the period of study, and obtained certificates to that effect, under the signature of the Secretary to the Institution.

"Thirteen candidates received from the Examiner for the situation of Law Officer, certificates of qualification in Moohummedan Law during the year."

Schooling Fees. Amount of schooling fees realized from 1st January 1848, up to the present date (25th November), and credited in the monthly bills,—being in excess of last year 137 Rupees,—645 Rupees.

"A Persian Commentary on the Sub-Mooulluqat, compiled and published during the year by Moulovee Rusheedoon-Nubee, 3rd Assistant Professor of the Institution; twelve copies taken by the Council of Education for the Mudrissa College, and fifteen copies by Government for the College of Fort William: also a Treatise on Arabic Prosody in the Arabic

Language, being a reprint of a work edited about fourteen years ago, by the Arabian Sheikh Uhmud Shurwanee, the work of the Native Assistant Secretary of the Government Mudrissa College, Moulovee Hafiz Uhmud Kubeer."

General Examinations, Arabic Department. The general Arabic Examinations were conducted by the several gentlemen whose names are subjoined, with abstracts of their reports.

The 1st division of the students in General Literature was examined by Moulovee Hoosynood-Deen of the Bishop's College who reports that—

"Ghoolam Surwur, Unwurood-Deen, Moohummud Rashul, Ukrum Ulee, Umjud Ulee, and Busheerood-Deen of this division, are highly proficient scholars, and acquitted themselves very creditably at this examination; and that the attainments of the remainder are not inconsiderable."

He recommends the two first boys for prizes.

The 2nd division of the students in General Literature was examined by Moulovee Moohumud Muzhur, most of whom he found to be promising, acute, and intelligent lads, who appeared to take a delight in their studies. He considers Muhmoollah deserving of a prize.

The examination of the 3rd division of the students in Literature was conducted by Moulovee Ghoolam Ukbur, who reports as follows:—

"The attainments of Suadut Ulee, Mooneeroodeen, Mooshurruff Ulee, and Mohomed Hoosyn, are very much on a par, and I consider them all deserving of honorary mention. Their fluent reading, correct explanation, and accurate answers to all the questions in which they were tested, merit applause. The prize, however, I award to Suadut Ulee.

"The acquirements of Mohomed Salik and Kurreem Nowaz are of the 2nd grade. They read and translated very satisfactorily, but failed in their answers to certain questions.

"There are no students in this division who could be recorded as belonging to the 3rd grade."

The 4th division was examined by Moulovee Moohumud Siyantoollah, who recommends Ubdool Wubbah for a prize.

The 5th division was examined by Moulovee Ghoolam Hydur, who reports as follows:—

"In conformity with the instructions of the Council of Education, I had the pleasure of assisting at the annual examination of the Mudrissa College on the 16th of July last, and examined seventeen students of General Literature attached to the 5th division, in their book of study. The attainments of these students are respectable, and the progress they have made since the last year is highly creditable to them and their teachers."

He recommends Qumur Ulee for a prize.

The examination of the 6th division was conducted by Moulovee Ubd*oo*l Hameeed, who reports that—

"He examined the students of General Literature, under the tuition of Moulovee Ujeeb Uhmud and was highly gratified at the abilities evinced by them on the occasion, which evince the advancement made, and general improvement throughout. This is mainly attributed to the exertions of the teacher, the assiduity and application of the students, and the course of study which obtains in the institution. These, when duly persisted in, are productive of eminent qualification in the students, and become the means of diffusing science and knowledge abroad."

He considers Zuja*oo*d-Deen and Ruhman Buksh as deserving of prizes.

The 7th division was examined by Moulovee Ubd*oo*l Ruhman, who reports as follows:—

"In conformity with the request to superintend the examination of certain students of the Mudrissa College, I subjected their capacities to the test of examination, and on trial found their acquirements were of the requisite standard, exhibiting an amount of erudition highly satisfactory, and indeed, how could it be otherwise, considering the superintendence, the general control of the Secretary, &c., and the excellent instruction of their learned Professor Moulovee Rusheed*oo*n-Nubee, all conducive to the object held in view, viz., the encouragement and the diffusion of Arabian Literature."

He considers Ubd*oo*r Ru*oo*f deserving of a prize.

The 8th division was examined by Moulovee Ruhmut Ulee, who reports as follows:—

"Three students of the 1st class have been very successful at this examination and have made creditable progress. I award a prize to Fidae Ulee, as a very promising scholar.

"Seven students of the 2nd class acquitted themselves remarkably well; they read fluently and unhesitatingly, explained correctly and answered all the questions they were tested in accurately and confidently; much praise is due to the Professor who lectured these students, for the amount of talent displayed by them on the present occasion; and, if a prize could be given to each, they, in my opinion, richly deserve it. However, since only one can be a prize student, let him be Siraj*oo*d-Deen, and let the rest be applauded and encouraged."

The examination of the 9th division was conducted by Moulovee Ruhmut Ulee, who reports as follows:—

"With the exception of the two Moonee*oo*d-Deens, all the students of this department were present in the Examination Hall. I selected seven test questions on subjects connected with Government Enactments, translated into the Persian Language, the answers to which, were given in writing; and, after a deliberate examination of them, it appeared to me that the attainments of these students are very much on a par in this branch of study. I recommend a prize to be given to Zumee*oo*d-Deen, for the appropriate language in which his test answers were expressed."

The students in Logic were examined by Moulovee Fuzl*oo*r Ruhman.

In Principles of Law, the students were examined by Moulovee Moohummud Ukbur, who reports that—

"The acquirements of three students of this division are very respectable, I mean Suadut Ulee, Ilahdad, and Hidayut Ulee, all of whom merit reward and applause. The prize may be awarded to Suadut Ulee, as, in my opinion, he is the most proficient of the three."

The students in Rhetoric were examined by Moohummud Ruhmutoollah, who reports that—

"The students passed a very creditable examination, and appeared well conversant with the subject; and that he had no doubt that they would ultimately arrive at eminent proficiency in this branch of their studies."

The examination of the students in Natural Philosophy was conducted by Moulovee Fuzloor Ruhman, who recommended Nujuff Ulee for a prize.

In Geometry, the students were examined by Moulovee Ghoolam Easa, who considers Moohummud deserving of a prize.

The students in Arithmetic were examined by Moulovee Syyad Yaar Ulee, who reported as follows:—

"In reply to your letter, No. 40, under date the 6th July last, I have the honor to inform you, that I did myself the pleasure to attend the Annual Examination of the students of the Government Mudrissa College on the 11th idem as requested in your letter under acknowledgment, a report of which I did myself the pleasure to forward you sometime since.

"I seize this opportunity of expressing my sentiments in respect of these examinations generally; as I flatter myself that my experience as an Examiner has been considerable. Previous to 1840, I examined the students of the Government Mudrissa College at Delhie for several years; and, since my arrival in Calcutta, I have been honored with a like distinction by yourself and your predecessor. Generally speaking, I have found the teachers attached to the Calcutta Mudrissa College, more attentive to their duties, the students more intelligent, and consequently more forward and advanced in their studies. The system adopted by you since your assumption of the management of the Institution in its internal arrangements, has given the greatest satisfaction both to the tutors and the students, and which system, if diligently pursued, will, I am certain, in a very short time, considerably raise the character of the Institution and of the studies therein pursued."

The students of the 1st, 2nd, 3rd, 4th, 5th, and 6th divisions in law were examined by Moulovee Abdool Baree, who furnished the following report:—

"I beg to state for the information of the Council of Education that at the request of the Secretary to the Government Mudrissa College, I examined the Moohummedan Law Students of that Institution, and I rejoice in being able to say I perceive that a considerable degree of improvement has been made amongst the students during the year. The proficiency attained, and the qualifications displayed at this examination, indicate a very satisfactory progress, highly creditable to the students,

and reflecting much commendation on the several Professors, for their earnest endeavours in advancing the Law attainments of their pupils."

The following students are recommended by the Examiner for prizes:—

Ukum Ulee, ...	1st Divsion.
Ifazool Deen, ...	2nd Ditto.
Suadut Ulee,...	3rd Ditto.
Ghoolam Soobban, ...	4th Ditto.
Irshud Ulee, ...	4th Ditto.
Wahidoollah, ...	5th Ditto.
Uhsumoollah, ...	6th Ditto.
Meer Yuha,...	6th Ditto.

English Department. The Secretary reports of the English Department that the studies have been carried on in the established usual routine, as regards attention to them by the masters and scholars. The annual Programme, as issued by the Council, is professedly observed by the masters, as far as can be here; and the attention of the masters has been frequently called to the unnecessary subdivision of classes (so called) formerly remarked by the Examiner.

The examination of the English Department was conducted by Dr. Mouat, whose Report is subjoined:—

"Pursuant to the orders of the Council of Education, the examination of the English Department of the Calcutta Mudrissa commenced on Monday, the 18th of July, and lasted for three days, in addition to two days of written examination for the pupils of the first class, the one at the College under the inspection of the Head Master, the other at the office of the Council of Education.

1st Class. "The first class contains five pupils, of whom two were absent on the plea of sickness, and a third pleaded inability to undergo examination, producing a regular certificate of illness at the time.

"The two remaining students alone were therefore examined—Warris Ali and Moosa Ali, both of whom are well known in the Mudrissa as zealous, industrious, and good students.

"The studies of the class are noted in the margin and appeared to me to be sufficiently extended and important to subject the class to a written, instead of an oral examination.

McCulloch's Prose Reader.
History of Greece.
History of Rome.
History of India.
Poetical Reader, No. IV.
Geometry, 4 Books of Euclid.
Grammar, Syntactical Parsing.
Geography and the use of the Globes.
Arithmetic, Involution and Evolution.
Algebra, Simple Equations.
Translation.

The attendance of both Warris Ali and Moosa Ali has been most assiduous, the former not having been absent once during the year, the latter having been once absent on leave, and once too late for roll call.

"The first day's examination consisted of a portion of McCulloch's Reader for translation into Hindui, and a passage from the Hatim Tacc to be turned into English. Both performances were as well executed as the better translations of the Junior Scholarship candidates of the Hooghly College; those of Warris Ali were on the whole a little superior to Moosa Ali's. On the second day, the adjoining questions in History were set.

Greece.

1. Mention the chief points of difference between the Laws of Lycurgus and those of Solon, with the state of Laconia and Attica respectively, at the time of their adoption?

2. Detail what you know regrading the Grecian settlements on the Coast of Asia Minor, and the Colonies which proceeded from them?

Rome.

3. What were the boundaries of the Roman Empire, at the time of its greatest extent?

4. Mention the origin and chief circumstances of interest connected with the Latin War?

India.

5. What was the state of India under the Empire of the Moguls, and what was the extent of their dominion at the period of the dissolution of their power?

6. Give a brief outline of the India career of Lord Clive, and specify the nature and extent of the British Empire in India, as left by him?

The replies of Warris Ali were characterized by greater freedom of diction, and a better mode of condensing information than those of Moosa Ali, while the latter was quite equal to the former in the accuracy and number of the facts which he remembered. I have known Junior Scholarship holders to give worse replies in every sense, than those of the pupils above-mentioned.

"The third day's examination was devoted to a selection of questions from the Junior Scholarship examination paper of the year before last. In this Warris Ali was very much in advance of his class-fellow, and answered fairly questions in Arithmetic, Algebra, and Geometry, whereas Moosa Ali only attempted the first and last.

"The fourth day was employed in writing an Essay "On Time and its profitable employment."

"Warris Ali was again much superior to Moosa Ali and handled the subject in a concise, creditable, and by no means inelegant manner, considering his youth and the little practice he has had in English composition.

"The fifth day's examination was accidently assigned to a second translation; it should have been devoted to a paper on Geography: the result was very much the same as that of the first day's trial.

"I look upon both these pupils as very promising lads, and am glad to have it in my power to commend their master for the successful manner in which he has taught them, the more especially as I am compelled to attach blame to him in respect to the performance of the remainder of his duties.

"I am of opinion that Warris Ali and Moosa Ali should be permitted to attend the next Scholarship examination, although I do not anticipate that either of them will be successful this year, as the range of their studies does not embrace the whole of the subjects contained in the Junior Scholarship standard.

"I beg also strongly to recommend that they may be permitted to continue their studies in the English Department of the College of Mahomed Mohsin, as they are fully entitled to every indulgence that may be extended towards them, and are not likely to derive any further advantage from remaining in the Calcutta Mudrissa.

2nd Class. "The second class contains four students, two of 15 and two of 16 years of age. Their attendance during the past year was not satisfactory, except in regard to Mahomed Hossein, who, having been present during the whole year, would have been entitled to a prize for the same, had the progress of the class warranted any indulgence or mark of approbation being extended to it. Their studies embraced portions of the subjects mentioned in the margin, in all of which they were more or less imperfect. Their mode of answering questions is loose, ungrammatical, very careless, confused, and indistinct. In some instances, (History and Geography,) their acquaintance with facts, so far as they had learnt, was tolerably accurate, but their explanations nearly unintelligible. One boy was asked to define the meaning of a "mixed monarchy," an expression which occurred in the course of their reading. His explanation was correct; but, when required to furnish an example, he mentioned the present Government of England in which "the Company was the chief person, and Victoria the King."

History of Rome, 8 Chapters.
History of Greece, 16 Pages.
No. 5 Prose Reader, 15 Pages.
Poetical Reader, No. III., 18 Pages.
Euclid, 25 Propositions of 1st Book.
Grammar as far as Tenses.
Geography—a few Pages.
Arithmetic to Rule of Three.
Translations.

"The subjects in which they are most proficient are Geography and Arithmetic.

"I regret that I can recommend no boy for a prize for proficiency. I fear that the Head Master is, in some degree, responsible for the deficiencies of this class, and that he must have relaxed in the zeal and assiduity which caused his promotion to his present office.

3rd Class. "The third class contains sixteen boys, of whom one was absent without leave, and one sick: their ages range from 10 to 20 years. Two pupils, Imdad Ali and Fyze Ali, have been present on every working day during the year; I beg therefore to recommend them each for a prize for regularity of attendance.

"The studies of the class are mentioned in the margin; they have made but little progress in them. In Arithmetic all were quick and sharp: the best boy in the class is Fyazooddeen. They were only able to explain meanings in Hindustani, and, with the exception of the young boys, do not appear a promising set. Their officiating Master is, I fear, scarcely equal to even the low order of duties required from him; and, if he does not present himself before the Examining Committee as ordered by the Council of Education, should, I think, be removed from his appointment. I recommend that he be allowed a further trial until the October meeting of the Examining Committee, and that his connection with the Mudrissa depend upon the result of the examination he passes. One great defect of the class is the association of grown-up youths with little boys; the former retard and corrupt the latter, and the union is usually prejudicial to all. It appears to me to be not only useless, but positively mischievous, to retain lads above 15, who, after a fair trial of one year, make no progress. No ultimate good can result from their retention; I venture, therefore, to submit to the Council the expediency of holding a special examination, for the purpose of weeding the English Department of the Mudrissa, of all overgrown and stupid lads of whom nothing can be made.

Azimghur Reader.
Gray's Fables.
Lennie's Grammar.
Clift's Geography.
Arithmetic.
Translation.

"Much as I estimate the importance of inducing Mahomedans to cultivate acquaintance with English Literature and Science, I do not think that object likely to be attained, or any positive practical benefit to result, from communicating a mere smattering of a low and inefficient order of information, vicious in pronunciation, and meagre in all respects, such as may qualify an individual for entering the service of new comers in a menial capacity. In fact, I fear that, unless some radical change is adopted, the English Department of the Mudrissa will degenerate into a school for khitmutgars and petty shop-keepers.

4th Class. "In the fourth class are seven boys, aged from 9 to 15 years; of whom two were absent, one on account of illness, the other on leave.

"Their attendance during the year has not been satisfactory, Mybhoob Jan alone having been punctual and regular. The studies of the class embraced a small amount of reading, grammar, geography, arithmetic, and translations. The performances of the class are very much on a par with those of the 3rd class. Seraj Udin was throughout the best boy, in fact the only one who acquitted himself with any degree of credit; I consider him in consequence to have fairly earned a prize.

5th Class. "The fifth class, which is taught by Deen Mohomed, contains six pupils, aged from 12 to 14 years. One boy was absent, sick; none had obtained the whole number of tickets for regularity of attendance. Their studies embraced the whole of No. 1 Reader, Wollaston's Grammar as far as Pronouns, and the four simple rules of Arithmetic. They are more promising than their seniors in the 3rd and 4th classes, and may yet turn out well. Siddigin Ukbar is deserving of a small prize.

"The sixth class contains thirty-four pupils, subdivided, notwithstanding the positive orders issued last year, into five sections, to all of which it is impossible for any single Master to do justice. Their studies ranged from the Alphabet to the whole of No. 1 Spelling Book, and from Numeration to Long Division in Arithmetic, nearly each boy of the two first divisions being in a different place. The absurdity and uselessness of this practice have been so frequently pointed out in connection with the English Department of the Mudrissa, as to render a persistence in its adoption inexcusable on the part of the Head Master.

"I directed the Head Master to examine this division, and his report is on the whole favorable. Some of the boys in this division are however too old; a lad who has not proceeded further than spelling words of two syllables, and giving their meaning in Hindui at the age of 15, being in addition, to a great extent, ignorant of any other language, his own Vernacular included, is not a subject likely to repay the trouble and cost of a long course of instruction,

"Fida Ali was recommended for a prize, and Mahomed Jan deemed deserving of honorable mention.

"Having thus concluded my examination and record of the English Department, I regret much to be obliged to report, that I consider it to have deteriorated much during the past year.

"To maintain it in its present condition would, I fear, be a waste of the Education funds; and, unless some means are adopted to place it on a more efficient footing, it would be better to close it at once, than to continue it, in the delusive hope of its producing any influence in removing the prejudices of the Mahomedans to an English education.

"It is perhaps deserving of enquiry why this department should be in so low in condition, in regard to the number and respectability of its pupils, while the desire for an acquaintance with English is known to be extending among the class of people by whom it ought to be supported. I have been told by more than one respectable Mahomedan during the past year, that this department was rapidly declining, and that the little confidence heretofore reposed in it was being withdrawn.

"The Council are aware of the motives which have induced me to refrain from officially inspecting the Mudrissa for some time past. Had I been aware of these things, I should have earlier brought them to notice.

Anglo-Arabic Department. "The Anglo-Arabic Department, organized a few months since, contains twenty-eight students divided into three sections.

First Division. "In the first section are three pupils, aged respectively 15, 19, and 25 years. They do not appear to have been very regular in their attendance, or to have profited much by the instruction afforded to them. They professed to have studied portions of the works noted in the margin, and yet had only proceeded as far as verbs in a simple elementary Grammar, and were utterly unable to analyse or explain correctly any single passage they had read.

History of Rome.
History of Greece.
Prose Reeder, No. V.
Poetical Reeder, No. IV.
Geography.
Arithmetic as far as Compound Division.

"Their knowledge of all the subjects mentioned is confused, imperfect, and a mere laborious effort of memory, without any attempt to understand or master the most ordinary difficulties. Of Geography they are profoundly ignorant; but one of them, the youngest Abdoor Rub, being able to point out any place in the map; their acquaintance with the portion of the 1st Book of Euclid, said to have been studied, is as meagre as can possibly be imagined, not one of them proving competent to draw the simple figures noted in Euclid's Definitions.

"The eldest of the three members of the division, who is a Senior Arabic Scholarship-holder, acquired a knowledge of English from private tuition; the two others were transferred from the English Department.

"The attempt to force them beyond their capacity has, as might have been expected, failed signally. I do not think the Anglo-Arabic teacher responsible for the failure of this unpromising division; the pupils have only been a short time under his charge, and were reported to him to have accomplished an amount of study, which has proved to be fallacious. He should, however, upon organizing his department, have taken more pains to ascertain, by actual examination, the exact state of progress of his pupils, and have classified them accordingly.

Second Division. "In the second division, consisting of four students, one was absent from sickness, and the ages of the remaining three are 12, 18, and 19 years respectively.

"Their studies are of a very elementary nature,* and of the subjects specified but little has been acquired.

* English Reader, No. 2.
Grammar.
Clift's Geography.
Arithmetic.

"That little, however, they know well; and, although from the late period at which they have commenced the study of English, and the small amount of time they bestow upon its acquirement, they cannot be expected ever to become proficient English scholars, they may, by diligence and perseverance,

attain a sufficient knowledge of English for ordinary purposes. I cannot recommend any pupil of these two divisions for a prize; the progress made does not entitle them to such a mark of approbation.

"To continue them in their present studies would, I think, be a mere waste of time. I beg to suggest that the two divisions be united into one class, that the Arabic students of the English Department, who are fit, be made to join this class, and that the whole be placed in the studies of the 2nd class, Junior School Department of the Council's scheme.

The class should be furnished with maps and black-boards, which appear at present to be wanting.

Third Division. "The third division contains twenty-one pupils, of whom the respective ages average from 13 to 21 years, one pupil, however, being 30 years of age.

"They have only accomplished a small amount of spelling and arithmetic, in which they are tolerably proficient. Alim Udin is deserving of a prize for regularity of attendance, not having been absent once since the class was formed. They appear very zealous and anxious to learn; I hope therefore they will make a respectable appearance at the next Annual Examination.

"It is manifest, however, that no great or permanent impression can be made upon the Mahomedans as a body, by educating, or rather attempting to indoctrinate boys beyond the age of 12 in English. The desire for Western knowledge is daily increasing, and, I believe, little objection would now be raised, were every student of the Arabic Department required to commence the study of Arabic and English simultaneously, an equal amount of time being bestowed on each. This would secure their attention at an early age, enable them completely to master every difficulty of pronunciation, which difficulty almost amounts to an impossibility near or after the age of puberty, and would, I am persuaded, from the naturally masculine nature of the Mooslim mind, in a very few years, produce accomplished and proficient English and Oriental scholars. I beg, therefore, to suggest the special consideration of this matter to the Council of Education."

Bengali Department. The examination of the Bengali Department of the Calcutta Mudrissa was conducted by Babu Ram Chunder Mitter, whose report is annexed:—

"The first class consists of five boys, one of whom was absent on the day of examination owing to illness. They read a portion of the Probod Chundrika with ease and precision; and, from the ready explanations they gave of some parts, it was quite evident that they all perfectly understood the meaning of what they had read. With the view of accurately testing their relative merits, I tried them in a part which they had not previously read with their master, and I found Abdool Rub decidedly the best Bengali scholar; his exercises and answers in the passage selected being generally more free from errors and misconstructions of sense than those of his class fellows.

"In the roll of comparative proficiency, which accompanies this letter, the highest numbers are affixed to the names of the most advanced students in each class.

"The boys of the second class read and explained a story from the Hitopodesh with considerable fluency as well as correctness. Emamoodeen and Alladad Khan are so much on a par that it would indeed be difficult

to draw a distinction between their general merits, unless the Council of Education would be disposed to give the preference to Emamoodeen on the score of seniority.

"The third class consisting of seven boys and the fourth of nine acquitted themselves fairly. Prizes may be given to Abdoolah in the third, and Golam Sherber in the fourth class.

"The fifth class comprises eleven boys, who with few exceptions are mere beginners. On the whole, they appeared to be under good training. Abdoolah the second is the best, and Moorul Huk the worst boy in this class.

"I may be permitted here to observe that, though the able Pundit Mooktaram has done as much as could be expected from him, yet much more would have been effected, if there had not existed a great disparity of age among the students in some of the classes. Young men between 25 and 30 years of age are allowed to study in the same class with children of 10 or 12, a circumstance which cannot but retard progress. The elder students, who all belong to the Arabic class, have evidently little leisure to devote to Bengali, while the younger ones are on their account prevented from making that progress which they would attain under a different arrangement."

The awards of the various Examiners were sanctioned and confirmed by the Council of Education, and the thanks of that body were communicated to the gentlemen in question for the careful and zealous manner in which the duty had been performed.

Colonel Riley communicated to the Council his observations on the course of study pursued at the Mudrissa, and his satisfaction with the conduct of the various Officers attached to the College during the past year.

The suggestions of the Examiners of the English, Anglo-Arabic, and Bengali Departments are under consideration.

APPENDIX.

Mudrissa College.

JUNIOR SCHOLARSHIP TESTS FOR 1848-49.

GRAMMAR.

صرف

إذا كان اول الكلمة ساكناً في الاسماء فعلى كم اقسام و كل قسم منها على كم اوجه

ما حكم جمع المكسر مع ياء النسبة عند الصرفيين

SYNTAX.

نحو

شروط فعلي التعجب كم عند النحاة

ما الفرق بين بدل الفعل والجملة عند النحاة

LAW.

فقه

الامة اذا غاب مولاها فما حكمها في النكاح

رجل قال انت طالق البتة او قال طالق بائن فماتت قبل ان يقول البتة او بائن فما حكمها

ALGEBRA.

الجبر

عددان مبلغهما ٦ و مبلغ قوتيهما الخامستين ١٠٥٦ فما هما

ثلثة اعداد متزايدة بتفاوات متساوية مبلغهما ٢١ و مبلغ اقويتها الخامسيات ١١٧٨٣١ فما هي

VIQAYUH.

وقايه

و جلوس القائمة و اتكاء القاعدة و قعود المتكئة و دعاء الأب للشورى و شهود تشهدهم و وقف دابة هي راكبتها لايقطع و فلكها كبيتها و سير دابتها كسيرها و في اختاري لايصح نية الثلث بل تبين بواحدة ان قالت اخترت نفسي او اختار نفسي و شرط ذكر النفس من احدهما و في اختاري اختيارة لو قالت اخترت تبين و لو كرر اختاري ثلثا فقالت اخترت اختيارة او اخترت الاولى او الوسطى او الاخيرة يقع ثلث بالاتية

NUFHUTOOL YUMUN, POETRY.

نفحة اليمن

نظم

حب السلامة يثني هم صاحبه ... عن المعالي و يغرى المرء بالكسل
فان جنحت اليه فاتخذ نفقا ... فى الارض او سلما فى الجو فاعتزل
ودع غبار العلى للمقدمين على ... ركوبها و اقتنع منهن بالبلل
رضى الذليل بخفض العيش مسكنة ... والعز عند رسيم الانيق الذلل
فادرأبها في نحور البيد جافلة ... معارضات مثاني اللجم بالجدل
ان العلى حدثتني وهي صادقة ... فيما تحدث ان العز فى النقل
لو ان فى شرف الماوى بلوغ منى ... لم تبرح الشمس يوما دارة الحمل
اهبت بالحظ لو ناديت مستمعا ... والحظ عنى بالجهال في شغل

PROSE.

نثر

اصعب ما على الانسان ستة اشياء ان يعرف نفسه و يعلم عيبه و يكتم سره و يهجر هواه و يخالف شهوته و يمسك عن القول فيما لايعنيه

OORDOO TO BE TRANSLATED INTO ARABIC.

نقل هندي

ایک امیر جب کھانے پر بیٹھتا تب اپنے لوگون سے کہتا کہ چلو مرمر جاو وے غریب اُسي گھڑي اپني آنکھین بند کر اُسي فرش پر پڑ رهتے جب کھانا

کها چکتا تب کہتا جي اُٹھو وے اُٹھہ بیٹھتے اتّفاقًا ایک دن اسکي مجلس مین کسي هنسوز کا گذر هوا اور کهانا چنا گیا امیر نے اپنے معمول سے کہا چلو مرمر جاو وے سب کے سب اسیطرح فرش پر لیٹ گئے مگر وہ هنسوز بیٹھا رها تب امیر نے اسکو بهي کہا کہ تو کیون نہین مرتا وہ بولا آپ کهانا کهائین میرا دم بیٹھے هي بیٹھے نکل گیا

To be translated into the style at present current, where the Arabic is the Colloquial, without تنوين in the اسم except as a مفعول‌له the last letter of the اسم to be quiescent: the last letters of both فعل and حرف to be also quiescent.

SENIOR SCHOLARSHIP TESTS FOR 1848-49.

GEOMETRY.

هندسه

كل شكل متوازي الاضلاع فمربعات اضلاعه تساوي مربعا قطريه

كل عمود على خطين خرج من فصلهما المشترك فهو عمود على سطحهما فقط

LAW.

فقه

اذا بعث الرجل الوديعة على ابنه و الابن ليس في عياله فما حكم هذه المسئلة فقط

رجل اشترى عبدين بالف قيمة احدهما الف و قيمة الآخر خمسمائة ثم صار قيمة الاول الفا ثم زاد المشترى شيئا فما حكم هذه المسئلة فقط

ما الفرق بين النيّة و العزم و القصد عند الفقهاء

LOGIC.

منطق

ما تعريف القضية الضرورية و القضية المشروطة العامة و القضية المشروطة الخاصّة و القضية المنتشرة و القضية الوقتية و ما الفرق بين الوقتية المطلقة والمطلقة الوقتية و بين المنتشرة المطلقة و المطلقة المنتشرة عند المنطقيين ما الفرق بين الافراد الحقيقية و الاعتبارية عند المنطقيين

HIDAYUH.

هدايه

ولايضحى بالعمياء و العوراء و العرجاء و لاتجزئ مقطوعة الاذن والذّنب ولا التي ذهب اكثر اذنها و ذنبها و يجوز ان يضحى بالجمّاء و الثولاء و الجرباء و السكاء و يجزئ من ذلك كله الثني فصاعدا الّا الضأن ويتصدق بجلدها او تعمل منه آلة تستعمل فى البيت كالدلو و الجراب و الغربال و لايعطى اجر الجزار من الاضحية و لايجوز الاكل و الشرب و الادهان و التطيّب في آنية الذهب والفضّة و كذلك الاكل بملعقة الذهب و الفضة و الاكتحال بميل الذهب و الفضة ولا بأس باستعمال آنية الرصاص و الزجاج و البلور و العقيق

TAREEKH TYMOOREE.

تاريخ تيموري

فاحاط بالاطواد قوس قزح و سيرخيوله فى اللبوس فتجللت كتائب الكثبان بشفوف الورد و الريحان خائلة في ذلك البر المنتزح و مارت الجمال فمرت الجبال مر السحاب و سارت الرعال فصعد العنان من النقع الضباب و شرعت الذوابل فاذا رطب الاغصان متمائل و هزهزت القواصل فانساب فى القصيل مرهف الجداول و نضنضت السنة الخناجر و النيازك فبرزت عذبات العذبات و نشرت اعلام الكتائب فانبثت اشاهير الازاهير على عقبات العقبات و على الجملة فان الربيع حاكى ببروقه بوارقه و برعوده صواعقه و بخمائله و روابيه زرابيه و نمارقه و بركامه قتامه و بشقائقه اعلامه

USII-AR MOOTUNUBBEE.

اشعار متنبّي

تغير حالي و الليـــالي كحالهـــا و شبت و ما شاب الزمان الغرانق
سل البيداين الجن منا بجوزها وعن ذى المهاري اين منا النقانق
وليل دجوجي كانا جلت لنـــا محياك فيـــه فاهتدينا السمالق
فمازال لو لا نور وجهك جنحه ولا جابهـــا الركبان لولا الايانق
وهز اطار النـــوم حتى كانّني من السكر فى الغريزين ثوب شبارق
شدوابابن اسحاق الحسين فصافحت ذفاريهـــا كير انهـــا و النمارق
بمن تقشعر الارض خوفا اذا مشى عليهـــا و ترتج الجبال الشواهق
فتى كالسحاب الجون يرجى ويتقى يرجى الحيا منها وتخشى الصواعق
ولكنـــها تمضى وهـــذا مخيم و تكذب احيانا و ذاالدهر صادق

MUQAMAT HUREEREE.

مقامات حريري

هفاني البين المطوح و السير المبرح الى ارض يضل بها الخريت و تفرق فيها المصاليت فوجدت ما يجد الحائر الوحيد و رأيت ما كنت منه احيد الا اني شجعت قلبى المزوّد و نسأت نضوى المجهود و لم ازل بين و خدو ذميل و اجازة ميل بعد ميل الى ان كادت الشمس تجب و الضياء يحتجب فارتعت لاظلال الظلام و اقتحام جيش حام و لم ادر ااكفت الذيل و ارتبط ام اغتمد الليل و اختبط و بينا انا اقلب العزم و امتحض الجزم ترا أى لي شبح جمل مستذر بجبل فترجيته قعدة مريح و قصدته قصد مشيح فاذا الظن كهانة و الركوبة عيرانة و المريح قد ازدمل ببجاده و اكتحل برقاده

OORDOO FOR AN ARABIC TRANSLATION.

نقل هندي

ايک شخص دو چار کهلونے کاتهه کے اور چهه سات هاتهي دانت کے اپنے جيب مين هميشه رکهتے اور مجلسون مين جاکر هر ايک اهل محفل کو بخوبي

دیکھتے جسکو سرگرم گفتگو پاتے یا علم کي طرف متوجه دیکھتے اُسے نهایت
خوش هوتے اور اگر کسي کو اپنے بند سے یا شطرنجي کے دهاگے سے یا کسي
تنکے سے کهیلتے دیکھتے تو آگ هوجاتے اور یهي چاهتے که اُسکو نورے مین
دهرے پهونک دیجئے آخر لاچار هوکے اُسکے پاس جاتے اور ایک کهلونا جیب سے
نکالکر اُسکے هاتهه مین دیتے اور فرماتے که میان صاحب ایسي حرکت بیجا
نکرو اگر کهیلنا هی تو اِسے کهیلو اِسواسطے که وه شرمنده هوے اور اس
حرکت لایعنے سے باز رهے

To be translated into the style at present current, where the Arabic is the Colloquial, without تنوین in the اسم except as a مفعول له the last letter of the اسم to be quiescent, the last letters of both فعل and حرف to be also quiescent.

S. D. RILEY, *Lt.-Colonel,*
Examiner.

Russapuglah School.

11TH YEAR.

Under the Superintendence of the Council of Education.

MANAGING COMMITTEE FOR THE SESSION 1847-48.

Lieutenant Orfeur Cavenagh, *Superintendent.*
Prince Ghoolaum Mahomed.
Shahzadah Mahomed Bushcerooddeen.
Nuwab Kyroola Khan.
Shahzadah Mahomed Jalalooddeen.

ESTABLISHMENT ON THE 30TH SEPTEMBER, 1848.

Names.	Designation.	Salary.	Date of Appointment.
Mr. W. Scott, ...	English Teacher, ...	120	29th May 1846.
Hurrynauth Chatterjee,..	2nd English Teacher,.	50	21st January 1847.
Moulovy Nosiroodeen, ..	Arabic and Persian do.,	60	21st June 1848.
Moulovy Sianuthoollah,..	Persian and Hindostanee ditto, ...	50	Ditto ditto.
Ramchunder Biddalankar,	Bengallee Teacher, ..	50	28th October 1845.
	House Rent,.....	160	
	Total, Co.'s Rs...	490	

Local Receipts and Disbursements for the year 1848.

Establishment, and expences as fixed by Government order, dated 1st October, 1838.	Nature of Charges.	Items.			Total.		
7200	English Teachers, ...	2040	0	0			
	Vernacular Ditto, ...	1720	0	0			
	House Rent,.....	1920	0	0			
	Government Book Agent,	231	6	0			
	Contingencies,.....	227	4	0			
	Total Co.'s Rs., ...	.....	...	...	6138	10	0

Statement shewing the number of Paying Students, with the amount paid by them, and of Students who do not pay.			Statement shewing the number of Students studying each of the languages taught.				Statement shewing the number of Students on the 30th September, 1848.		
Non-paying.	Paying.	Total amount paid.	English	Arabic.	Persian.	Bengallee.	Mahomedan.	Children of the Mysore Family.	Out-Pupils.
		Rs. As.							
30	4	14 4	34	2	34	25	34	21	13

Statement shewing the actual number of Pupils studying at the Russapuglah School, and the average attendance, from 30*th September,* 1847 *to* 30*th September,* 1848.

	October.	November.	December.	January.	February.	March.	April.	May.	June.	July.	August.	September.
Actual number of Pupils,.....	37	37	36	38	38	37	37	38	40	38	38	37
Average attendance,.....	29	35	30	26	26	28	24	28	31	27	23	24

The following very gratifying Report of the past year has been furnished by the Superintendent, Lieutenant Cavenagh:—

"I have much pleasure in recording my entire approval of the conduct of the teachers and masters attached to the establishment, during the current year. Mr. Scott has, as heretofore, exerted himself to the utmost of his power, to improve the minds of the children whose tuition has been entrusted to his charge, and he has, I am certain, received every possible support from the subordinate instructors.

"I regret to state that, entirely owing to the prevalence of an unusual degree of sickness at Russapuglah during the past rainy season, the attendance of the pupils has been most irregular; but at the same time, taking this circumstance into consideration, a decided improvement is again perceptible in this respect; and I am convinced that not only the parents and guardians of the scholars, but many of the lads themselves, have become perfectly conscious of the great benefit to be derived from the prosecution of their studies, and are sincerely grateful to the Government for taking the necessary measures, towards enabling them to enjoy the opportunity now placed at their disposal, of acquiring the advantages of a good education.

"It is with the highest gratification that I beg to mention that my warmest thanks are due to Prince Gholam Mahomed and the Members of the School Committee, for the valuable aid which they have rendered me on all occasions, on which matters connected with the Seminary have been brought to their notice; and the liberality evinced by the Members of the Mysore Community, in voluntarily and cheerfully proposing to throw open the doors of the School to the children of all respectable persons residing in the vicinity of Russapuglah, without distinction as respects sect or creed, may be entirely ascribed to their exertions; and I earnestly trust that they may meet the reward they deservedly merit in the increased prosperity of the Institution, the management of which has been placed in their hands, and in whose welfare they must be so peculiarly interested."

Examination Persian Department. The examination of the Persian classes was conducted by Lieutenant Cavenagh, Superintendent of the Mysore Princes, who reports as follows:—

"The first class consists of only three lads, all of whom were present; the advancement made by this class is most satisfactory; they were examined in several parts of the first 260 pages of the Anwar-i-Sohailee, and I had every reason to be pleased with their reading and translation—they answered without the slightest hesitation numerous questions with regard to rules of Grammar, and translated with considerable accuracy the 64th Fable of No. 3 of the English Reader: in short, although, evidently from want of practice, their colloquial knowledge of the language was not equal to my expectations—they may be considered very fair Persian scholars. The qualifications of Mahomed Sheikh and Sahibzadah Yoosoof Sultan being again almost precisely on a par, it is difficult to determine to whom the prize should be awarded: as however the first-named lad has succeeded in attaining the post of head of the class, he must, I conceive, be deemed justly entitled to claim the reward; but, as the acquirements of the unsuccessful candidate likewise merit approbation, I beg to suggest that an appropriate prize may also be bestowed upon him.

"The second class contains 6 pupils, of whom 3 were absent, being unable to attend through sickness. I regret to state that little progress has been

made by this class during the past year; in fact they appear to have retraced their steps; for, even with that portion of the Akhluk-i-Mohsenie (the first 27 chapters) which they have read, they were but imperfectly acquainted. I am therefore precluded from bringing any one of these lads to the notice of the Council of Education as being worthy of reward; at the same time however, as their ignorance is mainly to be attributed to their irregular attendance, arising from causes over which they had no control, and not to any want of assiduity or intelligence on their part, or neglect of their duties on the part of the teachers, I sincerely hope that, at the expiration of the ensuing session, I shall have it in my power to report more favorably with regard to their attainments.

"The third class is composed of 12 students, 8 of whom were present, the absence of the others being occasioned by indisposition. The progress with respect to their knowledge of the Persian language manifested by these lads is highly creditable,—they have completed the perusal of the Gulistan, out of which they read and translated several passages with great fluency and exactness, and are evidently well versed in their studies:—more decided improvement is apparent amongst the pupils included in this class than of any other in the School. Mowla Buksh especially distinguished himself, and I therefore beg to recommend him for a prize;—the performances of Abdool Rufu and Sahibzadah Hyder Sultan were also extremely satisfactory, and I consequently trust that they may receive some mark of favor as a recompense for their exertions.

"The fourth class consists of 8 boys, of whom one was sick, one absent without leave, and the remaining 6 present. As the members of this class are all mere children, little can be said regarding their attainments: they have accomplished the first 20 pages of the Gulistan, which they appeared to read and translate with moderate facility; and I have no doubt, from the general intelligence and ability which they seemed to possess, that their eventual progress will be as rapid as I can wish. Sahibzadah Roshun Akhtar and Zuherool Hukk are certainly deserving of encouragement, and I therefore beg that prizes may be conferred upon them."

Examinations English Department. The first two classes of the English Department were examined by Dr. Mouat, whose report is subjoined—

1st Class, English Department. "The first class consists of six boys, of whom five were present, and one absent on account of sickness; their ages range from 11 to 16 years.

"Their studies have been considerably advanced since last year, as will be seen by a reference to the list of subjects noted in the margin. In some respects the class has made respectable progress, being now able to afford a better explanation of words and passages in English, in the use of which however, they are not very fluent or exact: the late period at which they commenced the study of English, and the small amount of time devoted to its consideration, will prevent their ever acquiring an intimate knowledge of that language, except perhaps in the case of Bedar Bukth, who is only eleven years old, and possesses as good a knowledge of English as most Hindu boys of his age.

Prose—Exemplary Biography.
Poetry—Gay's Fables.
History—Greece.
Grammar—as far as Syntax.
Arithmetic—as far as Simple and Double Rule of Three.
Dictation.

"The performances of the class in grammar, geography, and arithmetic were as fair as could be expected."

"It is not easy to decide which is the best boy in the class, Youssuf Sultan or Mahomed Sheikh; the former was quickest and most proficient in arithmetic and dictation, while the latter was decidedly superior in all the other branches. Upon the whole, I am inclined to recommend Mahomed Sheikh for the prize, and Youssuff Sultan to be favorably mentioned. The illness of Bedar Bukth, during the greater part of the year, prevented his making so good an appearance as his general intelligence and smartness would otherwise have accomplished."

2nd Class, English Department. "The second English class consists of twelve boys, of whom seven were present, two sick, and three absent without leave. Their ages ranged from ten to fifteen years. In consequence of the extreme prevalence of sickness at Russapuglah during the months of August, September, October and November, four of the boys had been continually absent, and had in consequence made little progress.

"Mowla Buksh had not been absent once during the whole year.

Prose—Reader No. 2,	50 pages.
Lennie's Grammar,.....	16 ditto.
Geography,.....	8 ditto.
Arithmetic—Addition and Subtraction.	

"The studies of the class are noted in the margin.

"The class read and pronounced tolerably well, and were able to explain the meaning of words in Hindustani, but not in English, the general defect of all junior Mahomedan classes, and one, to remedy which, the special attention of the master has been directed. Unless the boys are compelled always to speak English, and English only, when engaged in English studies, they will never acquire a correct or ready acquaintance with that language.

"The grammatical and geographical studies of the class are of a very elementary nature; the first three boys were tolerably well acquainted with the amount read, the last four knew little or nothing, for the reason mentioned above.

"In arithmetic they were slow, but tolerably correct.

"Mowla Buksh is decidedly the best and most proficient boy in the class, and also the most deserving of a prize, for which I accordingly recommend him."

The examination of the third class was conducted by His Highness Prince Gholam Mahomed, who reported that—

"This class is divided into two sections, the first of which contains nine pupils, whose ages average from 7 to 13 years.

"The English Spelling No. 1, was the only elementary work they were reading; and on examination I found that the result was as good as could possibly be expected, under two particular disadvantages—unusual ill health this year, and the numerous holidays that have lately intervened.

Two boys* however attracted my attention as deserving of reward, for which I therefore beg to recommend them to the Council.

"The 2nd section consists of seven very little children, with whom I was much pleased as they were proceeding with their A B C.

"I have further to observe, that not a little gratification was afforded me with the quiet and orderly demeanour of every youngster in the class—a circumstance strongly indicative of the inculcation of rigid discipline among them."

Bengali Department. The Head Master, Mr. W. Scott, was directed to conduct the examination of the Bengali

* Azeez Ahmud. Zuherool Hukk.

Department, and his Report upon the state of the classes is as follows:

"1*st Class.*—This class which was well spoken of by Baboo Ram Chunder Mitter of the Hindu College, at the last Annual Examination, is deserving of better mention this year, not because the pupils *ought* to improve by a longer period of study, but solely by reason of the defects formerly pointed out, being in a great measure corrected. Improvement has evidently taken place both with respect to explanation and orthography, and nothing more perhaps is wanting for them to attain efficiency, than a continued course of reading in the school.

"*Hetopodesh* I believe is too simple a work for the boys of the head class: one more difficult, *Prubodh Chundrika*, should be at once introduced.

"Sahibzadahs Bedar Bukht and Ahmud Sultan, I am sorry to say, were much in arrear; their deficiency being attributable to long absence occasioned by serious indisposition.

"Mahomed Sheikh and Sahibzadah Yousuff Sultan acquitted themselves in a highly creditable manner, and so exactly were they on a par together, that I have not as yet been able to determine which of the two is superior. To discourage neither, I would beg that both competitors be awarded suitable prizes.

"2*nd Class.*—The second class consists of seven pupils, one of whom, Ubdool Oogur, was absent. Judging from the result of the examination to which they were subjected in seven chapters of the *Buttrish Shinghassun*, only half the class exhibited tolerable proficiency, the other half appearing to have made no progress whatever; Sufder Shukko figures characteristically in the latter position, thereby meriting severe censure.

"I have much pleasure in recommending Mowla Buksh for some small reward, as he is a diligent lad, standing first in every branch of study pursued in his division, in each of the languages taught.

"3*rd Class.*—The third class is composed of twelve pupils and divided into three sections. The boys of the first and second are engaged in reading *Nithicotha*, Part I. The result of their examination was quite equal to my expectations. The single difference between the two sections is that the pupils of the one are far in advance of those of the other, and it is this circumstance that induces the Pundit to make a distinct classification.

"The third section consists of youngsters who find more amusement with the pink and yellow covers of their books, than with the little elementary knowledge they are put to. In fact, I consider these lads too young to be so soon called upon by their parents to commence the Bengali. They had better discontinue it.

"If the above suggestions, in paragraphs 2 and 8, meet the approval of the Council, I will not fail to propose the same to the Pundit of the school.

"Proceeding from particular remarks to one general observation, I would beg to state, that the Bengalli Department of this Institution is in a thriving condition, and it only needs an addition of Hindu youths to accelerate its rate of progress."

The chief drawbacks to the progress and efficiency of the school are evidently the large amount of absenteeism, and the great number of holidays allowed.

The throwing open of the school to Hindus as well as Mahomedans, will afford a good opportunity of placing the Institu-

tion in these respects, upon the same footing as other schools under the charge of the Council of Education.

The great interest exhibited in the progress of the school by Prince Gholam Mahomed has produced good effects; and his enlightened liberality, and that of the gentlemen of the Committee, in extending the benefits of Education to the respectable Hindus of Russapuglah, is deserving of special record, and of the best thanks of the Council.

To Lieutenant Cavenagh, Superintendent of the Mysore Princes, and immediate superior of the school, the Council are again much indebted for the constant and zealous care with which he has watched over his charge, and succeeded in infusing into others, a portion of the zeal and activity possessed by himself.

The reports and awards of the various Examiners were approved and confirmed by the Council of Education.

Normal and Model Schools.

First Year.

Under the immediate Superintendence of the Council of Education.

Establishment on the 30th September 1848.

Mr. Wm. Knighton,....	*Superintendent.*
Mr. W. J. Thornicroft,..	*Second Master, (absent on sick leave.)*
Mr. A. W. Wollaston, ..	*Acting Ditto.*
Babu Bissonath Singh,..	*Third Ditto.*

The following account of the establishment and organization of the Normal and Model Schools, is republished from the Annual Report on Education for 1847-48, p. 18.

"In accordance with the suggestions of the Hon'ble the Deputy Governor of Bengal contained in Letter No. 291, dated 14th April 1847, from Mr. Under-Secretary Beadon, and quoted in the margin, the plan originally sketched and recorded at the 14th page of our Report for 1845-46, was modified to the extent mentioned, and a separate Institution organized, for which a house has been temporarily engaged in the Bow Bazar, until the experience acquired in the working of the system will afford the data requisite for the construction of a suitable building.

"In addition to the Superintendent, the fol-

"In the first place it occurs to the Deputy Governor, that the exclusive principle upon which the School Society's School is conducted, none but Hindu boys being admitted, offers an insurmountable obstacle to its conversion into a Model School, of which a necessary condition must be, that it shall be open to all classes of the people. If the School Society's School remains closed to the children of all but Hindus, it cannot possibly be made the nucleus of the proposed Normal Institution.

"The object of a Normal School is, as the Deputy Governor understands, to instruct practically, in the art of education, those who intend to follow the profession of teachers either in public or private Schools; and at the same time, to impart to a larger number of general students, instruction in those branches of knowledge which it is thought necessary they should acquire, and which are usually taught in other Government Schools. With this view the Normal School consists of two distinct parts; namely, the Model School, and the Normal class properly so called.

"Hereafter, when the system has been matured, and when the requisite experience has been gained, to enable the Council to adapt the plan most approved in Europe, to local circumstances, the Deputy Governor hopes that the Institution may be made subservient

to the training of young men for the higher situations in the Government Colleges; but His Honor thinks, that it will be sufficient, at present, for the Council to confine their endeavours to the education of a class of Masters competent to take charge of a Zillah School, and to instruct a class up to the Junior Scholarship standard.

"The Model School, therefore, need not comprise a greater number of classes than that of which the School department, under the new scheme of study, is composed. The School Society's School, supposing the objection above noticed to be removed, might answer the purpose; but the Deputy Governor is inclined to think, that the number of boys belonging to that School is so large, that the Superintendent and his Assistant would find it extremely difficult to attend to them properly, and still more to direct and superintend the studies of their Normal pupils. Perhaps it would be preferable to open another School in a central locality, for about 150 pupils, exclusive of the Normal class, unconnected with the Hindu College, and directly subordinate to the Council.

"As the pupils of the Model School would be instructed in the best possible manner, under the immediate direction of the Superintendent, the Council would probably think it right to require them to pay at least the same rate of schooling as is now demanded from the boys of the School Society's School. Upon this source, indeed, as well as upon the funds available, in consequence of the alteration in the Patna College, must depend the means of establishing the Normal School on an efficient footing.

"The Normal class, as proposed by the Council, may properly consist of twenty students, upon a monthly stipend of 12 Rupees each, but the number of free students may, perhaps, advantageously be limited nearly to the same extent; so that the Superintendent may not have more than forty or fifty Normal pupils at the same time, under his direction. In other respects, the 2nd, 3rd, and 4th proposals, contained in the Council's plan, meet with the Deputy Governor's concurrence.

"The terms on which the Council propose to allow deserving teachers, already employed in the public service, to study in the Normal class, for short periods, are perhaps not too favorable; but it may also be necessary to require those of less merit to pass through a similar course, without remuneration, as a condition of further employment.

"With regard to the 6th Rule of the Council's plan, it appears to the Deputy Governor, lowing establishment has been entertained:

Mr. W. J. Thornicroft, 2nd Master, ...	150
Babu Bissonath Singh, 3rd Master,	90
One writer, ...	20
Four Servants,...	21
One Duftery, ...	6

"The subjoined notification, announcing the formation of the School, was published for general information.

"The Hon'ble the Deputy Governor of Bengal having resolved that a Normal Institution shall be forthwith established in Calcutta, those interested are hereby informed, that the said Institution will, in the first instance, consist of a Normal School composed of stipendiary and free students, together with an elementary Model School.

"The stipendiary Normal students will be allowed a monthly salary of Rs. 12 each, during the period of their attendance in the Normal Institution, which shall, in no case, exceed two years. They must be between the ages of 16 and 24 years, have no physical defects disqualifying them for the active duties of their future profession, must produce satisfactory testimonials as to conduct, character, and qualifications, and must enter into an agreement to serve, if required, in the Educational department, for at least 3 years, at whatever station they may be appointed to under the Bengal Presiden-

that it might be preferable to leave the duty of examining candidates, for admission, to the Superintendent, who, if selected for his practical knowledge of the Normal system, will probably be better able to judge of their fitness than a separate Committee of Examiners.

"Although it may, in practice, be hereafter found that the youths, educated at the Normal School, are generally selected to fill vacant situations in the Education service, yet it will be impracticable, for many years, to confine the privilege to them; and hence perhaps it will be better to omit the 8th Rule altogether, especially as it has no necessary connexion with the plan of the school. The 10th Rule may also be omitted with advantage, as the details of instructions had better be entirely left to the Superintendent, subject to the approval of the Council.

"Supposing the Council, on further deliberation, to determine upon recommending the establishment of a separate Model School, instead of taking the School Society's School for the purpose, it will be necessary to consider the propriety either of renting, purchasing, or building, a suitable house. If the Superintendent is provided with apartments in the house, a salary of Rupees 500 a month will, in the Deputy Governor's opinion, be amply sufficient for him."

cy, after obtaining their certificates of qualification.

"The free students must conform to the same regulations as regards age, character, and qualifications, but will be allowed to dispose of themselves at their option, after completing the prescribed course of study. Previous to the admission of any students of either class, an examination of all such candidates, as may present themselves, will be held by the Superintendent, of which due notice will be given.

"The Elementary Model School will consist at first of seventy-five pupils, who will be classified according to the system at present prevalent in the school departments of the Government Colleges. Each pupil shall pay a schooling fee of Rs. 2 *per mensem.*"

The Superintendent has submitted the following report of the history and progress of the Normal and Model Schools from their commencement:

"On the 15th, 16th and 17th of September 1847, an examination was held in the Hindu College of thirty five Candidates for admission into the Normal School as stipendiary and free students, when twelve of them were admitted as stipendiary, and six as free students. Six months afterwards another examination was held to fill up the vacant stipends, when eight additional students were appointed. On both occasions the candidates for admission were, with but one or two exceptions, youths of very inferior attainments.

"During the period which intervened between the opening of the Institution in September, and the Doorga Poojah vacation of the same year, the Model School was but thinly attended, but on the re-opening of the establishment after that vacation, its number increased to seventy-five, the limit, beyond which it was not then considered prudent to increase the establishment. Situated in the centre of a densely populated district, Bow Bazar and its neighbourhood, the School quickly became popular amongst the two great classes of inhabitants in the district, Christians and Hindus; and for some months the constant applications for admission, which could not be complied with, were a source of considerable inconvenience to the Officers of the Institution. To the exertions of Mr. Thornicroft, the second master, this popularity is principally to be attributed. The services of this gentleman were, however, lost to the Normal and Model Schools in June of the present year, and in conse-

quence of protracted illness, he was at length obliged in September to undertake a sea voyage to the Mauritius. His place was but partly supplied by Mr. Wollaston, formerly Acting Professor of Mathematics in the Hindu College, who attended the Normal School for but two hours a day, the very small sum available monthly, (the half of Mr. Thornicroft's salary,) not being sufficient to secure his services for the entire day.

"The consequences of this illness have been prejudicial to the advancement and welfare of the Normal School, and the progress in literature and science of the Normal pupils has been by no means so rapid as it would have been, in more favorable circumstances.

"At the beginning of the month of August of the present year, the Institution was removed, at the recommendation of the Superintendent, to a large house in Upper Circular Road, which, at a very small increase of rent, can afford accommodation to 150 pupils in the Model School, besides the usual complement of Normal Students. Since the removal to the larger premises, the Model School has been slowly, but steadily increasing in numbers, an increase, however, consisting almost exclusively of Hindu pupils.

"It may be interesting to notice that, out of the nineteen stipendiary students at present attending the Normal School, nine were previously students of the Hooghly College, four of the Free Church Institution, three of the Hindu College, and the remainder of various Seminaries of less note."

Statement shewing the number of paying Students and the amount paid by them, together with the number of Students not paying.						Statement shewing the number of Students studying each of the languages taught.		Statement shewing the number of Students on the 30th September 1848.		
Date.	Non-paying.	Paying.	Total amount paid.			English.	Bengali.	Hindus.	Christians.	Total.
Sept. 30th 1848.	19	89	1688	0	0	108	89	87	21	108

Statement shewing the actual number of Pupils studying at the Normal and Model Schools, and the average attendance from September 1847 to September 1848.	1847.				1848.								
	September.	October.	November.	December.	January.	February.	March.	April.	May.	June.	July.	August.	September.
Actual number of pupils, .	28	54	75	89	89	89	90	97	97	97	101	105	108
Average attendance, ...	21	45	61	72	76	78	76	82	74	83	83	91	90

The examination of the Normal and Model Schools was conducted by the Superintendent, assisted by Mr. Jones, of the Hindu College, Mr. Wollaston, and Babu Bissonath Singh.

In the Normal School the questions in literature, mental philosophy, and history were given by Mr. Jones, whose numerous engagements, at the period, prevented his examining more than the answers to the questions on the two first subjects; those in mathematics were given by Mr. Wollaston, and those in the theory of education, together with the subject of the essay, by the Superintendent. The answers on the theory of education were much better than the essays and historical answers.

Mr. Jones's report of the Normal students was not favorable, and several of them have, in consequence, been directed to appear before the examining committee in January next, when those who fail to obtain fourth class teachership certificates will be struck off the rolls. The failure is due partly to the want of proper care in selecting the candidates, and partly to the adoption of a standard of study much beyond their acquirements; means have been taken to prevent the recurrence of these sources of failure.

Upon the examination of the students of the Normal School in Mathematics and Natural Philosophy, Mr Wollaston reports:

"In Mathematics, the students of this class have been reading Euclid, Algebra, Algebraic Geometry and Trigonometry. They were more particularly examined in such parts of these subjects as had been gone over within the last three months; and certainly during this period their progress has been highly satisfactory.

"All those that answered the questions given in Euclid, answered them well; I mean that they never omitted a single step in the demonstration, and never assumed what should have been proved.

"They were told to study more particularly the 2nd and 6th books, as the questions would be given out of them. In Algebra, they were well grounded in Quadratic Equations, and all solved the general quadratic $ax^2 + bx + c = o$: some of the students proved the binomial theorem in the manner given in DeMorgan's Algebra, and deserve to be specially mentioned for the accuracy with which they went through that long process.

"In Algebraic Geometry they were not so successful, though almost all of them found the general equation to the circle.

"The reason is evidently in the fact that they have but just commenced that subject.

"In Plane Trigonometry, they acquitted themselves with singular merit. Both the questions in this subject were answered by the majority of the class with considerable correctness. On the whole, I consider the performance of the students highly creditable, for the short time in which they have gone over these subjects.

Natural Philosophy. "In Mechanics, they have been through the elementary parts of Statics, as given by Whewell in the 3rd edition of his work on the subject, and have just arrived at the Mechanical powers.

"A great many of the students proved the Parallelogram of forces very neatly, and two or three of them solved a problem on the Lever correctly.

"In the Principia, they all answered (seemingly as if they understood it) one of the questions, viz., Newton's 4th Lemma of the First Section: and it is proper to state that some of the students gave the more strict and elegant proof which is to be found in Whewell's Doctrine of Limits. As for the second question, but one student answered it correctly. It is rather to be regretted that the students of this class commenced with this work so early. But, as it had already been introduced by the Mathematical Tutor of the Institution, the acting Teacher had no alternative but to continue it. It should be brought in when the class is a little more advanced."

The examinations of the Motlel School were conducted by Messrs. Knighton, Jones, Wollaston, and Babu Bissonath Singh.

Mr. Knighton reports:

"The first class of this school answered well in the subjects in which they were examined by the Superintendent. Their general information was extensive, if not profound, their manner of reading, clear and distinct, and with some exceptions, they seemed to understand what they read. In the first division of the class the following pupils excelled

"In general information and reading:

1. George Wittinbaker.
2. Joseph Bourrilhon.
3. Ghonesham Mundul.

"In Arithmetic:

1. Ghonesham Mundul.
2. Nilmadhub Sen.
3. Joseph Bourrilhon.

"In the second division the best pupils were,

"In general information and reading:

1. Charles Wittinbaker.
2. Prosunno Coomar Mookerjee.
3. B. Harvey.

"In Arithmetic:

1. Prosunno Coomar Mookerjee.
2. Hurro Persaud Chatterjee.
3. Wooma Churn Ghose."

Upon the examination of the first and second classes of the Model School, Mr. Jones reports as follows:

Geography. "The boys were examined in the Geography of Europe and Asia. They appeared to be pretty well acquainted with the names and situations of the principal cities, rivers, and mountain ranges, and some of them gave correct replies to a few easy questions in Physical Geography.

"I was much pleased with their skill in map drawing; many of them drew very correct outline maps of Hindustan and the Eastern Peninsula.

"The following are the names of the students who did best in this subject. They are placed in the order of merit.

Ghonesham Mundul.	Juggutchunder Dutt.
George Wittinbaker.	Prosunno Coomar Mookerjee.

"I must add, however, that about one-fourth of the class were very much behind the rest.

Composition and Geometry. "The boys were required to write a short essay on the nature of sound, a subject with which I was informed, they were familiar. The paper given in by G. Wittinbaker was by far the best; it contained few grammatical errors and the matter was good. A few others gave in pretty fair papers, but they have had very little practice as yet, and much could not be expected from them. J. Bourrilhon and Ghonesham Mundul were the only boys who wrote out correctly the 9th proposition of the 1st Book of Euclid."

The following report, on the examination of the Model School, was furnished by Mr. Wollaston:

"The first class was examined in Dictation.

"A passage from the Prose Reader, No. 6, was read aloud, and the pupils copied it down on slates. The result of this examination was on the whole very satisfactory: the following boys deserve to be particularly mentioned.

Equal, .. { J. Bourrilhon.
Ghonesham Mundul.

Equal, .. { R. Bourrilhon.
B. Harvey.
G. Wittinbaker.

Equal, .. { Chunder Coomar Ghose.
Prosunno Coomar Mookerjee.
F. Bouchez.
C. Druen.

Equal, .. { Dwarkanath Doss.
G. Stewart.
Sreenath Dhur.

"They are all placed in order of merit: I had much pleasure in noticing that the first two boys had only one error each.

"Second class.

"*1st Day*:—Reading and construing.

"The pupils read and explained a chapter from the Azimghur Reader. The result of this examination, too, was satisfatory.

"The best boys in the first division were

1. Umbika Churn Biswas.	3. James Stewart.
2. Boloy Chund Dutt.	4. Khetter Mohun Chunder.

"The best boys in the second division were

1. Jogeshur Dey.	3. Ummernath Mitter.
2. James Castello.	4. John Reid.

5. Sree Ram Chatterjee.

"It is but just to say that the greater part of the class seemed thoroughly to understand what they read.

"*2nd Day.*—The Geography of Asia.

"The pupils pointed out the locality of all the countries, important towns, rivers, lakes, mountains, &c. and seemed to possess a good deal of information on points connected with their historical geography.

"The best boys in the first division were

1. Umbika Churn Biswas.	3. Khetter Mohun Chunder.
2. Boloy Chund Dutt.	4. James Stewart.

"The best in the second division were

1. Ummernath Mitter.	3. James Castello.
2. Kalee Pursono Mondole.	4. Sree Ram Chatterjee.

5. Brojo Shunder Mullick.

"Nos. 1 and 1 in each division merit special mention.

"Second Class.

"*3rd Day.*—Arithmetic.—The pupils had gone as far as compound addition, multiplication, and division, and answered with great readness; they had also accomplished a few mental exercises, and seemed to have pretty clear ideas of number and magnitude.

"The best boys in the first division were

1. Umbika Churn Biswas.	3. Judonath Pana.
2. Boloy Chund Dutt.	4. James Stewart.

5. Kisto Dos Chunder.

"The best in the second division were

1. Brojo Shunder Mullick.	4. Bindahbone Mundole.
2. John Reid.	5. Sree Ram Chatterjee.
3. Jogeshur Dey.	6. Ummernath Mitter.

"It should be mentioned that No. 1, in the second division, acquitted himself in a manner, very satisfactory, being far the best in the class."

The 3rd class of the Model School was examined by Babu Bissonauth Singh, who reported as follows:

"The 3rd class consists of 19 boys. They read Prose Reader, No. 2. and receive verbal lessons in Grammar. In Arithmetic they have learnt as far as simple division. The boys composing this class are very young; their average age could not exceed 12 years. It is entirely under the tuition of the Normal students; subject, of course, to the constant supervision of the Superintendent and the Masters of the Institution. I made the boys read out of their Reader, and explain the passages in the best way they could, and gave them some sums in Arithmetic, beginning with numeration, up to division. I put them some very easy questions in Orthography and Etymology, and made them spell some words of three or four syllables. In all this they acquitted themselves satisfactorily, with the exception of 3 or 4 of them, who have joined the class only a month before the examination took place. The following is a list of those that have acquitted themselves most satisfactorily.

Thomas Castello.	Raj Chunder Mitter.
F. Swarris.	Horo Chundher Roy.
J. Wilson.	G. Read.

"I examined the 2nd class in dictation. I dictated to them a passage out of their reading book. The class acquitted itself pretty well. I consider Umbika Churn Biswas as the best in this branch of study.

VERNACULAR EXAMINATION.

The examination of the Model School in Vernacular was conducted by me, assisted by one of the Normal Students. The Hindu boys of the 1st and 2nd classes were examined in reading, dictation and translation. Hithopodesh and Monorunjun Ithechas are the class books of these boys. I consider these as the best students among them.

Prosunno Coomar Mookerjee.	Benourylall Panda.
Umbika Churn Biswas.	Nithyanund Doss.
Prankisto Doss.	Sreeram Chatterjee.

"Among the Hindu boys of the 3rd class I consider Boloy Chund Dhur as the best.

"The Christian boys of this School have commenced the study of the Vernacular since the time they joined this Institution. Previous to this they were not even initiated into the knowledge of the Alphabet of the language; but, in the course of less than one year, many of them have learnt to read Burnomala and Nitheekotha with fluency, and to understand the meanings.

"The Christian boys of the 1st class were examined in reading and dictation. They were made to read a passage out of Nitheekotha, or the Book of fables. Here is a list of the most proficient among them.

Robert Bourrihlon. | Jos. Bourrihlon.
F. Bouchez.

"The Christian boys of the 2nd and 3rd classes, who are much younger than those belonging to the 1st class, were examined only in reading and spelling. Burnomala is the class book of these boys. Some of them did very well and spelt some easy monosyllabic words with great facility. I consider these to be the best among them.

J. Wilson. | J. Swarris."

General Tabular Statement of the results of the SENIOR ENGLISH SCHOLARSHIP EXAMINATION *in all the Colleges under the control of the Council of Education.*

SESSION 1847-48.

No.	Names.	College.	Marks.	REMARKS.
1	Prosunno Coomar Surbadicary,	Hindu College,	231·4	Retain.
2	Horogobind Sein,	Ditto,	220·3	
3	Callyprosunno Dutt,	Ditto,	219·4	
4	Isserchunder Doss,	Hooghly College,	209·7	
5	Womesh Chunder Dutt,	Kishnaghur College,	202·7	
6	Cally Prosunno Chatterjee,	Hooghly College,	202·2	
7	Sreenath Doss,	Hindu College,	193·1	
8	Chundy Churn Shome,	Hooghly College,	192·5	
9	Gopaul Lall Mitter,	Hindu College,	187·3	Gains.
10	Hurry Doss Ghose,	Hooghly College,	184·3	Retains.
11	Prankisto Ghose,	Ditto,	183·9	Gains.
12	Nobin Chunder Saranghy,	Ditto,	174·0	Retain.
13	Radhanath Bose,	Hindu College,	168·6	
14	Greesh Chunder Bose,	Ditto,	164·2	
15	Ryemohun Bose,	Ditto,	163·9	
16	Modoosoodun Chatterjee,	Ditto,	159·9	
17	Shamachurn Ghose,	Hooghly College,	159·9	Gain.
18	Gopal Chunder Bhutho,	Ditto,	157·8	
19	Greesh Chunder Sircar,	Hindu College,	150·3	Retains.

No.	Names.	College.	Marks.	REMARKS.
20	Ramsunker Sen,	Dacca College,	150	Retains.
21	Rajchunder Dutt,	Hindu College,	144·4	Promoted from Junior to Senior Scholarship.
22	Rasbeharee Bose,	Kishnaghur College,	142·3	Retains.
23	Cally Prosunno Biswas,	Hindu College,	141·7	Gain.
24	Luchmun Sett,	Ditto,	141·1	Gain.
25	Denendernath Chatterjee,	Ditto,	138·9	Gain.
26	Oonookool Chunder Mookerjee,	Ditto,	136	Gain.
27	Debendernath Tagore,	Dittó,	136	Promoted from Junior to Senior Scholarship.
28	Jadub Chunder Soor,	Ditto,	132·4	Free Scholars.
29	Ramchunder Sircar,	Ditto,	131·9	Free Scholars.
30	Jadub Chunder Ghose,	Ditto,	131·3	Free Scholars.
31	Sreenath Sen,	Kishnaghur College,	129·6	Promoted from Junior to Senior Scholarship.
32	Nilmoney Gangooly,	Ditto,	122·3	Gains.
33	Greesh Chunder Ghose,	Hindu College,	122·2	Free Scholar.
34	Bisto Chunder Mookerjee,	Hooghly College,	118·8	Gains.
35	Doorga Doss Chowdry,	Hindu College,	117	Free Scholar.
36	Krishnachunder Dutt,	Dacca College,	105·3	Promoted from Junior to Senior Scholarship.
37	Bamachurn Chowdry,	Kishnaghur College,	94·3	Retain their Junior Scholarship.
38	Bhugbut Chunder Gangooly,	Dacca College,	90·5	Retain their Junior Scholarship.
39	Banymadhub Dey,	Hooghly College,	79·9	Retain their Junior Scholarship.

COUNCIL OF EDUCATION,
January 1st, 1849.

FRED. J. MOUAT, M. D., *Secretary*.

General Tabular Statement of the results of the JUNIOR SCHOLARSHIP EXAMINATION *in all the Colleges and Schools in the Lower Provinces of the Bengal Presidency.*

SESSION 1847-48.

No.	Names.	Institution.	Number of marks obtained.	REMARKS.
1	Gournarain Roy,	Bauleah Scholar, Dacca College,	248·5	Retain.
2	Bhugwan Chunder Bose,	Ditto ditto,	248·5	
3	Mohendronath Paul,	Hindu College,	238	Gains.
4	Oma Churn Banerjee,	Dacca College,	232	Retain.
5	Kally Kissore Chatterjee,	Ditto ditto,	229·25	
6	Khetternauth Addy,	Hooghly College,	226·3	
7	Koilas Chunder Dustada,	Chittagong Scholar, Dacca College,	226·5	
8	Grees Chunder Dutt,	Hindu College,	223	
9	William Cardozo,	Chittagong Scholar, Dacca College,	221	
10	Mohendronauth Shome,	Hindu College,	220	
11	Kedarnath Banerjee,	Kishnaghur College,	219	
12	Kadarnath Dutt,	Hooghly College,	217·1	
13	Mohendronauth Roy,	Hindu College,	217	
14	Gooroo Churn Doss,	Commilla Scholar, Dacca College,	217	
15	Jogomohun Roy,	Cuttack School,	216·6	Gains.

No.	Names.	Institution.	Number of marks obtained.	Remarks.
16	Shusseebhusun Bhadoory,	Jessore Scholar, Kishnaghur College,	216·5	Retain.
17	Kedaresur Roy,	Bauleah Scholar, Dacca College,	215·5	Retain.
18	Dwarkanath Sein,	Ditto ditto,	214·5	Retain.
19	Brijonath Mookerjee,	Ditto ditto,	214	Retain.
20	Romanath Saha,	Hindu College,	211	Gains.
21	Dwarkanath Mitter,	Hooghly College,	211·3	Retain.
22	Poornoochunder Shome,	Ditto ditto,	209·3	Retain.
23	Ramcomul Shaha,	Bauleah Scholar, Dacca College,	209·5	Retain.
24	Bissumber Chatterjee,	Barraset School,	208·9	Gain.
25	Sharodapersaud Ghose,	Kishnaghur College,	204·5	Gain.
26	Bungkobehary Bose,	Hooghly College,	204·4	Retain.
27	Damobundoo Chuckerbutty,	Jessore Scholar, Kishnaghur College,	202·1	Retain.
28	Gopaul Chunder Goopta,	Hindu College,	202	Gains.
29	Soojoo Coomar Dhur,	Hooghly College,	200·4	Retain.
30	Sitanath Ghose,	Hindu College,	200	Retain.
31	Nilcomul Bhadoory,	Jessore Scholar, Kishnaghur College,	199·9	Retain.
32	Dinnonauth Sircar,	Cuttack School,	198·8	Gains.
33	Omachurn Doss,	Commillah Scholar, Dacca College,	197	Retains.
34	Gunno Puttee Newgee,	Ditto ditto,	196·5	Gains.
35	Groochurn Sein,	Hindu College,	196	Retains.

36	Ramchunder Ghose,	Dacca College,	196	Gain.
37	Moheshchunder Ghose,	Hindu College,	195	
38	Prosunno Coomar Roy Chowdry,	Ditto ditto,	195	
39	Modusuden Mookerjee,	Cuttack School,	193·6	
40	Jotender Mohun Tagore,	Hindu College,	193	
41	Anundo Churn Sein,	Chittagong School,	191·75	
42	Pertab Narain Sing,	Hindu College,	190	
43	Kally Churn Chatterjee,	Dacca College,	189·25	
44	Dwarkanath Bose,	Hindu College,	189	
45	Anoda Churn Kistagree,	Chittagong School,	188·75	
46	Sham Kissore Bose,	Dacca College,	187·15	
47	Bholanauth Dutt,	Hindu College,	187	
48	Bany Madub Chatterjee,	Barraset School,	184·7	
49	Ombicka Churn Roy,	Kishnaghur College,	182·9	
50	Sharodapersaud Roy,	Ditto ditto,	182·7	
51	Pearyloll Goopta,	Hindu College,	182	
52	Woomesh Chunder Roy,	Kishnaghur College,	181	
53	Mittun Joy Dey,	Cuttack School,	180·1	
54	Sreenath Banerjee,	Dacca College,	175	
55	J. DaCosta,	Chittagong School,	175	
56	Radikupersaud Sein,	Cuttack School,	174·4	Free Scholar.
57	Preonauth Sett,	Hindu College,	174	Gain.
58	Koylas Chunder Chatterjee,	Hooghly College,	173·5	
59	Rajkisto Dutt,	Hindu College,	173	
60	Golucknauth Mitter,	Burdwan School,	171·7	
61	Mundololl Doss,	Hooghly College,	171·2	
62	Tarrucknath Mullick,	Hindu College,	171	Free Scholar.
63	Joy Chunder Naug,	Commillah School,	168	Gain.
64	Hurry Nauth Ghosaul,	Hooghly College,	167·9	
65	Casseepersaud Mitter,	Bhaugulpore School,	167·1	

No.	Names.	Institution.	Number of marks obtained.	REMARKS.
66	John Thomas Cooper,	Cuttack School,	164·3	Free Scholar.
67	Dinnonauth Mookerjee,	Barraset School,	164·2	Gain.
68	Maudupersaud Dhobey,	Bhaugulpore School,	164·2	
69	Chundy Churn Chuckerbutty,	Barraset School,	163·4	
70	Isserchunder Mookerjee,	Hindu College,	163	Free Scholar.
71	Neelchunder Banerjee,	Hooghly College,	162·6	Gain.
72	Radhagobind Bose,	Ditto ditto,	162·1	
73	Rajrudronath Mitter,	Hindu College,	161	Free Scholars.
74	Greecechunder Chatterjee,	Barraset School,	159·6	
75	Rakhalchurn Doss,	Dacca College,	159·5	Gain.
76	Ramcullen Chowdery,	Burdwan School,	158·7	
77	Anundchunder Mullick,	Hooghly College,	157·3	
78	Samasunker Biswas,	Ditto ditto,	156·1	
79	Tacoor Doss Rokheet,	Ditto ditto,	154	Free Scholar.
80	Chooneeloll Bose,	Dacca College,	154·5	Gain.
81	Dwarkanath Moitter,	Kishnaghur College,	154	
82	Khetter Mohun Mookerjee,	Hindu College,	154	Free Scholars.
83	Kedarnath Mookerjee,	Hooghly College,	153·9	
84	Prosunno Coomar Banerjee,	Dacca College,	153·5	Gains.
85	Shadochurn Seal,	Ditto ditto,	152·5	Free Scholar.
86	Prankissen Chuckerbutty,	Kishnaghur College,	151·5	Gains.
87	Isserchunder Chatterjee,	Hindoo College,	151	Free Scholars.
88	Kisto Coomar Sein,	Dacca College,	151	
89	Romesh Chunder Goopto,	Hooghly College,	150·7	
90	Ughora Chunder Mitter,	Ditto ditto,	150·6	

COUNCIL OF EDUCATION,
January 1, 1849.

FRED. J. MOUAT, M. D., *Secretary*.